

## **Four Areas for Subject Teachers' Self-Evaluation**

(Notice the frequent repetition of the phrase: 'how effectively?')

### **1. Climate, Discipline and Expectations**

- What are the School Aims?
- What are your Department's aims? Do you agree with them?
- Are you aware of the School's Art College targets? How does your work tie in with the school's role as a Community and Arts College? Can you give specific examples of what you do to support this?
- Why is it important for pupils to learn your subject? How does it fit them for life after school?
- When and how do you communicate this to the pupils?
- What links does your subject have with post-16 institutions?
  
- Do you contribute to your Department's policy and planning? How? Give examples.
- Are you clear about your role within the Department? How effective are you in this role?
- Are you clear about the relevant organisational details of your department – time allocated, rooms available, stock and resources available, exam board information, other methods of accreditation.
- Who are your Department's SN/ IT/ Creativity reps?
- Can you describe the statutory National Curriculum requirements of your subject(s)? If asked, could you describe (without looking them up) the concepts, knowledge and skills required, the attainment targets(s), and the level descriptions?
- Could you explain the health and safety requirements for your classroom? Give examples of activities where you plan for safety in the classroom.
- Is your knowledge of subject-content sound? Describe what you have done to keep your knowledge up-to-date.
- What do you know of the following new initiatives: Every Child Matters, NEETS, Creativity, 14-19, Thinking skills, Behaviour and Attendance, Omega 3?
  
- Are you fully aware of what the school's Assertive Discipline policy requires of you? Do you fully implement it? Could you prove that you do so?
- What is your Department's policy about the attitudes, behaviour, attendance and punctuality required of pupils in its lessons? To what extent do your lessons achieve these standards? Are there ever times when a minority of your pupils are not on-task for an appreciable length of time?
- List as many techniques as you can to motivate and manage pupils. Within a typical lesson, what would be the balance of praise against consequences?
- How effective is your classroom discipline? Do your pupils respect you?
- What is your timekeeping/ punctuality like?

## **2. Lesson Planning, Teaching and Learning**

- Could you produce your lesson-by-lesson/ medium-term lesson plans/ long-term lesson plans for the last term's lessons?
- Do your lesson plans identify:
  - What the pupils will learn (learning objectives)
  - Links with other areas of the syllabus/curriculum
  - Resources available
  - Teaching strategies, differentiated for the average, SEN and G&T pupils
  - Assessment strategies
  - Homework
- Do you know how pupils learn in your subject? Describe how you plan your lessons to achieve learning.
- Make a list of all the different teaching strategies available to you, which you use in your lessons. Could you give examples of times when you have matched the teaching strategy to the purpose of the lesson? Could you give examples of how you match the teaching strategy to the pupils' needs (e.g. for different Year groups/ ability groups).
- How effectively do you ensure Equal Opportunities in your lessons? Describe how you monitor your lesson plans to ensure equality of advantage.
- How do you monitor the quality of your own teaching? What steps have you taken in the last year to improve the quality of your teaching?
- Do you welcome the pupils into your classroom?
- Do you start every lesson by telling the pupils what they will learn?
- What proportion of a typical lesson is spent on teaching, what on administration/organisation, what on discipline?
- Describe at least two recent occasions when your pupils have responded enthusiastically to the lessons. Could you provide evidence of this?
- Could you provide examples of very good work your pupils have produced?
- List the characteristics of good teaching in your subject. Which of these are most evident in your teaching? In which are you least secure? Can you produce evidence (e.g. departmental lesson observation) that your lessons have good exposition/explanation, good questioning technique, challenge, brisk pace, good use of time and resources, and good pupil response.
- Describe times when the pupils in your classes have worked as a whole class, in groups, as individuals. Why did you organise them in this way?
- Can you list the school's literacy objectives? What are the 8 text styles? Identify occasions in your lessons when you have explicitly taught these.
- Explain how your subject contributes to literacy. How effectively do your lessons contribute to developing the pupils' Literacy?
- Do have the key words for each topic clearly displayed in your classroom? Have you got laminated flashcards of topic keywords?
- Give examples of how effectively (and often) your lessons contribute to Numeracy.
- As a teacher, you are expected to teach 'basic skills'. What 'basic skills' do you teach, and how?
- How effectively do you use ICT? Describe, with examples, how you implement into your lessons the advice on ICT in the National Curriculum.
- Describe a time when you have used ICT successfully. Can you explain how you are using ICT to promote learning in your lessons?
- How effectively do you promote pupils' independent learning.
- What INSET have you undertaken recently? Why? How has it affected your teaching?
- What is the school's new homework policy? How frequently and effectively do you use homework for consolidation or extension?

### **3. Marking, Assessment and progress**

- What is your Department's marking & assessment policy? Do you follow it?
- How often do you mark the pupils' exercise books?
- In what ways – and how often – do you give feedback to the pupils about the quality of their work?
- How effective is your AfL in improving the pupils' quality of work?
- What would an outsider think about the quality of work in the pupils' exercise books?
- How do you assess pupils in your subject? Could you say when the department holds exams for each Year Group?
- What records do you keep of the pupils' attainments? Could you access them on request?
- Do you set targets for pupils (a) as a class? (b) as individuals? How do you decide your expectations? When? How do you involve/tell the pupils? How do you monitor whether they are achieving those targets?
- How effectively do you use the on-entry data for Yr 7 pupils?
- What links does your subject have with Primary schools? How do you try to ensure continuity and progression between KS2 and KS3? Could you produce concrete examples?
- Do your pupils know what National Curriculum level they are working towards?
- How do you use your assessment of the pupils' attainment to inform planning of lessons? Could you give concrete examples?
- How do your results in external exams compare to the pupils' prior attainment, to other classes in your subject, to other department's achievements with your pupils, and to County and National standards?
- Can you prove that your pupils are making progress?
- How do you calculate 'Value Added' for your classes?

### **4. Special Needs**

- Could you describe the stages of the Special Needs Code of Practice? What does the school's Special Needs Policy say? What are its implications for your teaching?
- Do you know who the SEN pupils are in your classes, and what their special needs are?
- Do you know who the SpLD pupils are in your classes, and what their specific learning difficulties are?
- Which pupils in your classes have group EPs? Could you say (without looking them up) what they say?
- How do you support their needs in your lesson planning in reading, in speaking and listening, and in writing?
- Are you familiar with the advice on Inclusion in the National Curriculum? Cite examples in your teaching where you have implemented this advice.
- How are you seeking to develop your ability to teach these pupils?
- What specialist teaching and learning styles do you employ with SN pupils?
- What is multi-sensory teaching? Can you give any examples in your teaching?
- How do you monitor SEN pupils' progress/ value added? How successful are you in helping SN pupils to make progress in your lessons?
- What liaison do you have with the school SENCO?
- What is the school's policy on Gifted and Talented pupils? Who are the G&T pupils in your classes? What provision do you make for G&T pupils? What extension activities have you devised? How successful are you in helping G&T pupils to make suitable progress?
- Do you have LSAs in your lessons? How well do you involve them in the planning of the lessons? How do you seek to get the best advantage from them in your lessons? Could you give examples?