

Appendix

The following lists may be of use when commenting on examples of good practice observed in classrooms. The sources are HGIOS 3, level 5 illustrations.

Learners' Experiences [QI 2.1]

- *Learners are motivated and actively involved*
- *High quality feedback makes learners aware of their progress and strengths*
- *Learners know that their views are sought and acted on*

Teaching for effective learning [QI 5.2]

- *A stimulating learning environment is created using well-paced teaching/learning approaches*
- *Learners' experiences are well matched to their needs and sustain motivation/attention*
- *Learners' abilities to be curious/creative/think critically are developed*
- *Learners have planned opportunities to be effective contributors, working independently and cooperatively*
- *Full and effective use of ICT features in teaching and learning*
- *The purposes of lessons are shared with learners*
- *Learners know what they need to do to improve and become successful*
- *Learners have opportunities to take responsibility for aspects of their own learning*
- *Learners' responses are valued, encouraged and built upon*
- *Teaching meets the needs of individuals and provides appropriate support/challenge*

Meeting learning needs [QI 5.3]

- *Learning activities are matched to the needs of individual learners and groups with differing abilities or aptitudes*
- *Pace of learning is appropriate for individuals*
- *Learners' needs are identified, reviewed and evaluated, with involvement of parents and partner services [ie Pupil Support and outside agencies]*

Assessment for learning [QI 5.4]

- *Learners are engaged in discussions about understanding and progress*
- *High quality feedback is provided to help learners understand next steps*
- *Learners can assess their own progress and are involved in peer evaluation*
- *Teachers know and respond to individual needs, support particular aptitudes and talents and build on previous learning*

Expectations and promoting achievement [QI 5.5]

- *Consistently high expectations of learners' achievements, attendance and behaviour are set and shared*
- *Use of praise is well judged and discriminating*
- *Learners' high aspirations show in their positive approach to coursework*