



Secondary schools 2

Self-reflection questions to support secondary schools to evaluate teaching in light of its impact on learning

Increasingly, schools are using a range of valuable activities to evaluate teaching and learning. A common shortcoming that we see in schools is a lack of understanding of how to evaluate teaching in light of its impact on learning. The following considerations may help you to think about how well this is done in your school:

- When you observe lessons and scrutinise work:
 - do you evaluate **how well** pupils can do things (e.g. speaking clearly and supporting their opinions with evidence, organising their writing logically and using a broad and rich vocabulary)?
 - do you **quantify** how many pupils can/can't do things?
 - do you tend to write/say more about the teaching than the learning?
 - do you move around the classroom, look at pupils' work and speak to pupils about their learning?
 - do you focus too much on whether or not pupils finish work, rather than the quality of what they produce?
 - do you consider how well learning activities enable pupils to make progress and not just keep them busy?
- Have you considered taking a few pupils out of lessons towards the end of the lesson, and questioning them about what they have learned?
- Do the forms/systems that you use to observe lessons and scrutinise work encourage staff to focus sufficiently on the learning? Is there an over-reliance on a tick box approach? To what extent are your forms/systems about compliance, not quality?
- When you speak to pupils in pupil voice exercises on teaching and learning, is there an appropriate balance between asking for their opinions and probing their learning?
- Do you pull together your findings from lesson observations, work scrutiny and pupil voice to give you an overview of teaching and learning within departments and across the school?
- Does your professional learning provision respond to the needs of individual teachers and address common issues across the school?