

CRITERION	HOW IS IT MEASURED	GRADE	COMMENTS
teachers' knowledge and understanding of the subjects they teach	<ul style="list-style-type: none"> ▪ Accurate information about the subject in the lesson plan ▪ Imparting accurate information to learners about the subject 		
the impact that teaching has on students' achievement, progress, engagement and personal development	<ul style="list-style-type: none"> ▪ Successful completion of classroom tasks/activities ▪ Successful results in class tests ▪ High levels of learner interest 		
how well students learn, through listening to teachers, interacting with each other, thinking for themselves, asking questions and working independently	<ul style="list-style-type: none"> ▪ Balance and variety of interaction (individual, pair, small group, whole class work) ▪ Learners asking questions to the teacher and each other ▪ Learners able to work alone 		
how well teachers make clear the purpose of lessons so that students know what they need to learn	<ul style="list-style-type: none"> ▪ Clear written and/or oral statements about the purpose of the lesson at the start ▪ Reinforcing this at appropriate points in the lesson ▪ Concluding the lesson with this 		
how well teaching methods and resources interest and motivate students	<ul style="list-style-type: none"> ▪ Good variety of and use of teaching methods/techniques ▪ Good variety of and use of resources/materials 		
how well the teaching ensures that all students are challenged and supported, so that all can benefit from it	<ul style="list-style-type: none"> ▪ Do the stronger/quicker learners always have something to do? (e.g. an extension activity) ▪ Do the weaker/slower learners get extra support from the teacher when necessary? 		

	<ul style="list-style-type: none"> ▪ Can stronger learners help the weaker ones at appropriate stages? 		
the quality of classroom relationships and the effectiveness of managing behaviour	<ul style="list-style-type: none"> ▪ Do learners work together cooperatively? ▪ Are learners respectful to each other and towards the teacher? ▪ Do learners demonstrate a sense of responsibility for each other? ▪ Is the teacher suitably authoritative yet sufficiently calm and approachable? ▪ Are behavioural issues dealt with effectively by the teacher? 		
the quality and use of support staff	This will not relate to all lessons.		
the use of assessment, including self-assessment by students, so that students know how well they are progressing and their targets for improvement	<ul style="list-style-type: none"> ▪ Is there a record of progress (e.g. test results) that learners can refer to? ▪ Can learners look back on previous work (e.g. a portfolio)? ▪ Is completed work displayed? ▪ Can learners clearly see what they can progress towards? ▪ Are learner asked to consider their own progress? 		
whether there is an excessive reliance on private tuition to sustain students' progress	This will not relate to all lessons.		