

‘The Arena Way’

Aspect	Highly Effective Impact	Effective Impact	Some Impact	Low impact
Bigger Picture Learning <ul style="list-style-type: none"> Lesson intent Sequencing Homework 	<ul style="list-style-type: none"> The lesson intent is shared with pupils and creates a thirst for learning and engages pupils in the lesson content. Learning activities are well sequenced to ensure the learning journey is clear. Homework is regularly used to ensure all the work completed in the lesson is supported by independent practice/knowledge recall/revision. 	<ul style="list-style-type: none"> The lesson intent is shared with pupils, engaging students in the lesson content. Learning activities are mostly well sequenced. Homework is in place but not regular practice. 	<ul style="list-style-type: none"> The lesson intent is shared with pupils, however the presentation is tokenistic and fails to inspire pupils. Learning activities are in place but poorly sequenced. Homework is sporadic. 	<ul style="list-style-type: none"> The lesson intent is not shared with pupils and pupils are informed they are learning for a test. Learning activities are ad hoc. Homework is not set.
As a teacher I internalise lessons through... <ul style="list-style-type: none"> Do nows that are based on recall Exposition is clear and appropriate Instructions are specific, measurable, easily observed and sequential. Marking of work and data to inform planning. 	<ul style="list-style-type: none"> Do Nows are based on accessible knowledge recall from previous lessons to embed it into their long-term memory. 100% of students are able to access 80% of the questions. Teacher exposition is precise and purposeful, using examples to build understanding. They use memorable tools to promote long term learning eg. Visual cue or mnemonics. Almost all instructions employed during part of the lesson are concise and clearly thought through, which enables clear expectations of the tasks. Almost all (90%) feedback has been responded to by the student. 	<ul style="list-style-type: none"> Do Nows are based on knowledge recall. Most (70%) students are able to access 80% of the questions. Teacher exposition is clear and well timed. Most instructions employed during part of the lesson lead to clear expectations of the tasks. Most (70%) students have responded to the feedback. 	<ul style="list-style-type: none"> Do Nows are mostly in place. Some (50%) students are able to access 80% of the questions. Teacher exposition is inconsistent. Some instructions employed during part of the lesson lead to clear expectations of the tasks. Some (50%) of students have responded to the feedback. 	<ul style="list-style-type: none"> Do Nows are not common place. Very few (30%) students are able to access 80% of the questions. Or there isn't one in place. Teacher exposition does not occur. Instructions are unclear. A low number of students (30%) have responded to the feedback.
WE do... <ul style="list-style-type: none"> Check for understanding. Responsive teaching. Give model answers/ model processes. Use paired work. 	<ul style="list-style-type: none"> The teacher's use of planned and targeted questioning checks for understanding, enabling pupils at all levels in the classroom to master key learning. The teacher reframes questions to provide greater scaffolding where pupils' have not understood. Modelling demonstrates the thinking process required to do the task well. Model answers are littered throughout the students' books to ensure they understand what exemplary looks like. Most pupils work in pairs and groups effectively. 	<ul style="list-style-type: none"> The teacher plans key questions to check for understanding, enabling most pupils to gain key learning. Model answers are sometimes in place throughout the students' books to ensure they understand what exemplary looks like. Some pupils work in pairs and groups effectively to embed new learning. 	<ul style="list-style-type: none"> The teacher's questions are not sufficiently well planned to check the right key learning in the right way and as a result pupils don't fully understand key learning. There are no model answers present in the books. A low number of pupils work in pairs well. 	<ul style="list-style-type: none"> The teacher doesn't question or questions are too low leverage or poorly planned/ phrased/ timed to enable pupil progress.
YOU do... <ul style="list-style-type: none"> Plan independent practice Scaffolding in place to support all learners. Exam technique is embedded Check for understanding: Circulation and monitoring 	<ul style="list-style-type: none"> Almost all lessons have an element of independent practice. All independent tasks are well scaffolded e.g. Sentence starters to ensure all students can make rapid progress. Exam questions are regularly embedded in lessons and exam technique is thoroughly broken down to support all students. The teacher's circulation is planned well and enables checks for understanding through live marking– allowing for 'in the moment' adaptation to the lesson. 	<ul style="list-style-type: none"> Most lessons have an element of independent practice. Most independent tasks are well scaffolded e.g. Sentence starters to ensure all students make progress. Exam questions are present in lessons but not all, follow the exam technique. Some circulation but mainly behaviour based. As a result, not all pupils work hard., 	<ul style="list-style-type: none"> Some lessons have an element of independent practice. Some independent tasks are scaffolded, but most of the scaffolding fails to support the student. No exam questions are present 	<ul style="list-style-type: none"> A low number of lessons have an element of independent practice. Very limited independent tasks are scaffolded.
Presentation, Marking and Feedback <ul style="list-style-type: none"> Framed marking task is visible to students. Purple Pen response Presentation is neat and orderly 	<ul style="list-style-type: none"> Teacher feedback (twice a half term) leads to significant progress. Peer and self-assessment is thoughtful and produces useful data. Feedback is codified/more personalised (in a green pen) Pupils respond to feedback and show evidence of having made progress/improvements as a result of the teacher's feedback. Almost all students' date and title are underlined and limited doodling has occurred in class books. 	<ul style="list-style-type: none"> Teacher feedback (twice a half term) leads to most making progress. Peer and self-assessment is sporadic. Feedback is codified (in a green pen) Most (70%) pupils respond to feedback. Many students' underline the date and title and limited doodling has occurred. 	<ul style="list-style-type: none"> The marking policy is implemented in most classes. Feedback is codified (in a green pen) Some (50%) pupils respond to feedback. Some students' underline the date and title and some doodling has occurred. 	<ul style="list-style-type: none"> The teacher is not effectively implementing the feedback policy. There is little feedback from teachers.
School Routines <ul style="list-style-type: none"> Teacher at threshold Teachers are out in the corridor during lesson changeover. Uniform checked on entry. Coats/jackets off before pupils enter the classroom. Seating Plans on Bromcom. Displays Positive praise on display 	<ul style="list-style-type: none"> The teacher is at the threshold greeting students eg. Handshake or 'good morning' Teachers are consistently in the corridor during lesson changeover to ensure that behaviour is calm. All uniform is checked on entry to ensure a positive start to the class. Seating plan is used well to manage behaviour and SEND and is on Bromcom to enable data to be easily used. Displays break down aspects of subject that are most challenging/it is informative. The atmosphere is 'scholarly' – high expectations can be seen in the classroom. 	<ul style="list-style-type: none"> The teacher is at the threshold greeting students most of the time eg. Handshake or 'good morning' Teachers are mainly in the corridor during lesson changeover to ensure that behaviour is calm. Most uniform is checked on entry to ensure a positive start to the class. Seating plan is used in most classes to manage behaviour and SEND and is on Bromcom to enable data to be easily used. Most displays break down aspects of subject that are most challenging/it is informative. 	<ul style="list-style-type: none"> The teacher is at the threshold greeting students some of the time. Teachers are rarely in the corridor during lesson changeover. Some uniform is checked on entry. Seating plan is used in some classes to manage behaviour and is on Bromcom. Some displays break down aspects of subject that are most challenging. 	<ul style="list-style-type: none"> The teacher is not at the threshold greeting students. The teacher is never in the corridor during lesson changeover. No uniform is checked on entry. Seating plan is not used. Classroom is not welcoming and does not support learning.
Behaviour Management <ul style="list-style-type: none"> Positive Narration Reward and Sanctions used Least Invasive techniques 	<ul style="list-style-type: none"> Students are focussed on the 'learning' throughout the lesson. The teacher consistently applies a range of techniques so that low-level disruption is dealt with quickly and effectively. Rewards are visible on the board and sanctions are deployed privately where possible and recorded privately on Bromcom. Teacher pre-empts issues and acts to de-escalate, with skill. 	<ul style="list-style-type: none"> Students are focussed on the 'learning' for most of the lesson. The teacher tries to apply a range of techniques but they are not always successful. Rewards are visible for most of the classes on the board and sanctions are recorded privately on Bromcom. 	<ul style="list-style-type: none"> Some students are focussed on the 'learning' for most of the lesson. The teacher tries to apply the B4L policy but it has limited impact. Praise is given verbally but not necessarily recorded. 	<ul style="list-style-type: none"> Does not consistently apply techniques. Pupils are sanctioned or rewarded inconsistently.