



# BERWICKSHIRE HIGH SCHOOL

## Lesson Evaluation Toolkit

Supporting the continuous improvement of teaching and learning across our school

Our Lesson Evaluation Toolkit is designed to help make teaching in our school better and better. We use it to support lesson planning, self-evaluation, coaching and discussion. It is a professional learning aide.

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ Observer(s): \_\_\_\_\_ Date: \_\_\_\_\_

PLP Focus: \_\_\_\_\_

ELEMENT	ILLUSTRATIONS	NOTES
<b>STRUCTURAL FEATURES</b>		
<b>1. Daily Review</b>	<ul style="list-style-type: none"> <li>• Low-stakes assessment, promoting recall (retrieval practice) from everyone.</li> <li>• Includes material required for the lesson, recent and less recent material.</li> </ul>	
<b>2. Learning intentions</b>	<ul style="list-style-type: none"> <li>• Make clear what, specifically, students are learning about or to do ('Know...' 'Understand...' or 'Be able to...').</li> <li>• Clearly communicated (verbally and visually) in student-friendly language.</li> <li>• Revisited during lesson and in plenary.</li> </ul>	
<b>3. Success criteria</b>  <i>Don't differentiate success criteria</i>	<ul style="list-style-type: none"> <li>• Clear communication of what you are looking for / what success looks like, e.g.:               <ul style="list-style-type: none"> <li>• 'I can...' statements</li> <li>• Key features</li> <li>• Exemplars ('good' and 'bad')</li> </ul> </li> <li>• Used to support feedback, self-assessment and/or peer-assessment.</li> </ul>	
<b>4. Presenting content</b>	<ul style="list-style-type: none"> <li>• Recap of prior learning, contextualising lesson and activating relevant schema.</li> <li>• Clear presentation, including explanations, demonstrations, modelling and/or visuals which stimulate interest.</li> <li>• Checking what students know or can do already.</li> <li>• Interactive - includes frequent checks for understanding.</li> <li>• Repeating and summarising key points.</li> </ul>	
<b>5. Practice</b>	<ul style="list-style-type: none"> <li>• Guided, supported, then independent.</li> <li>• Co-operative learning opportunities.</li> <li>• Over-learning - lots of opportunities to master content.</li> <li>• Teacher circulating class.</li> </ul>	
<b>6. Plenary Review</b>	<ul style="list-style-type: none"> <li>• Revisits the learning intention and success criteria.</li> <li>• Reinforces the main learning points.</li> <li>• Uses assessment to gather further evidence about what has been learned or not learned (e.g. via Exit Tickets).</li> <li>• Summarises next steps.</li> </ul>	

ELEMENT	ILLUSTRATIONS	NOTES
<b>KEY PRINCIPLES</b>		
<b>7. Differentiated challenge and support</b>  <i>Not different content or tasks</i>	<ul style="list-style-type: none"> <li>Differentiated support e.g. via:               <ul style="list-style-type: none"> <li>Teacher support</li> <li>Peer support</li> <li>Checklists and scaffolds</li> </ul> </li> <li>Differentiated challenge, e.g. via choices within activities.</li> <li>Balance of familiar and less familiar content.</li> </ul>	
<b>8. Questioning, Discussion &amp; Spotlight Assessment</b>	<ul style="list-style-type: none"> <li>Strategies to make <i>everyone</i> think and their thinking visible, e.g.:               <ul style="list-style-type: none"> <li>Show-me boards</li> <li>Questioning: pose, pause, pounce, bounce</li> <li>Discussion ('chat to a partner', think-pair-share)</li> <li>Active assessment activities (such as true/false, multiple-choice, deliberate mistakes)</li> <li>Self and peer assessment, using success criteria</li> </ul> </li> </ul>	
<b>9. Feedback to students</b>  <i>Continuous verbal feedback can be more powerful than written feedback</i>	<ul style="list-style-type: none"> <li>Specific: clear and precise.</li> <li>Supportive: what, how, and next steps.</li> <li>Links to success criteria ('I can' statements, key features, exemplars).</li> <li>Individual and whole-class messages.</li> <li>Time available for students to act on feedback.</li> </ul>	
<b>LEARNING ENVIRONMENT</b>		
<b>10. Relationships</b>	<ul style="list-style-type: none"> <li>Knowing students well.</li> <li>Positive teacher-student and student-student interactions.</li> <li>Sincere use of praise.</li> </ul>	
<b>11. High expectations</b>	<ul style="list-style-type: none"> <li>High expectations of effort, behaviour and quality of work (including presentation of written work).</li> <li>Target/goal setting (e.g. personal bests).</li> <li>Encouragement.</li> </ul>	
<b>12. Management</b>	<ul style="list-style-type: none"> <li>Calm, ordered, safe, under control.</li> <li>Effective use of time, space and resources.</li> <li>Appropriate pace.</li> </ul>	
<b>13. Behaviour</b>	<ul style="list-style-type: none"> <li>A warm-strict environment.</li> <li>Students are on task, engaged, interested, motivated.</li> <li>Poor student behaviours are dealt with promptly and in as low-level a way as possible.</li> </ul>	