



From Good to Outstanding

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To illustrate and discuss features of an *Outstanding* lesson

- i. Inspection in a context
- ii. Current thinking about education
- iii. Lesson observation and sharing good practice

Current Thinking

- PISA (Programme for International Student Assessment) 2014 put Britain in 20th position out of 67 countries in a league table – hence focus on Far Eastern countries
- How many of our 16 year olds are leaving school without ‘functional literacy and/or numeracy’?
- OFSTED has reported school attendance rate is very low: reasons – lack of engagement with learning; lack of relevance; boring lessons
- Truancy rate rarely tackled by schools

Current Thinking (2)

- Ergonomics unsuitable for conducive teaching/learning – lacking interest, class sizes (18)?
- Misconception about OFSTED – don't want creative/original lessons, mainly concerned about paperwork, box ticking etc.
- OFSTED's Common Inspection Framework 2015 – focuses on Teaching, Learning, Assessment and Well-being
- Some teachers' unease about dealing with 'British values'
- Attitudes to homework as practice and policy

Your turn – a pair work activity

- In small groups, have a look at some of the features of a FS lesson (you can add your own)
- Which of these would you pick out as features of an OUTSTANDING lesson?
- From this list, select **three key** features

Common Inspection Framework, 2015

- Wordle – top five frequently used words from the document
- **Engagement** with learning
- **Assessment** of learning
- **Differentiation** of tasks/activities/outcomes
- **Well-being** of pupils/students, enjoyment
- **Relevance** and purposefulness of class activities

Your turn again – group work activity

In small groups, discuss the following:

As a teacher, what strategies/approaches are you applying that might suggest you're *outstanding* (not just *good* but *outstanding*)?

Final set of points

- What are you teaching – how are you engaging with the class
– how are you checking their learning
- Create an enjoyable classroom environment
- Empathise with your pupils
- Love your pupils as if they're your own children
- Deviate from your scheme of work when necessary