

Teaching audit

Rate yourself for each of the following statements from 1 to 4 (1 = secure in practice, 4 = development needed)

	Secure			Development needed
	1	2	3	
1 Pupils and classroom management				
(One) I establish a purposeful learning environment where students feel secure, supported, challenged and confident to take risks in their learning.				
(Two) I organise and manage the physical teaching space, tools, materials, books and other resources effectively.				
(Three) I ensure that my classroom is an attractive and stimulating learning environment.				
(Four) I give due consideration to health and safety in the classroom.				
(Five) I establish clear routines for:				
• starting the lesson				
• ending the lesson				
• handing out and collecting in materials and equipment				
• questions and answers				
• listening and speaking				
• working in pairs and groups.				
(Six) I gain the attention of the class for the transition points in the lesson – when I need to explain the next task or activity.				
(Seven) Time management:				
• I arrive in the classroom before the children.				
• I spend sufficient time on each phase of the lesson.				
• I set time limits for tasks and set an appropriately brisk pace.				
• I allow time for the plenary review and tidy-up at the end of the lesson.				



	Secure	→		Development needed
(Eight) Use of the board:				
• I manage effectively the time of other adults in the classroom.				
• My writing is legible and the board is well organised.				
• I write the date, topic and lesson objectives.				
• I check on the children whilst writing on the board.				
(Nine) I move around the classroom ensuring that students are on task.				
(Ten) I know how to organise students into groups for effective learning.				
(Eleven) The framework for classroom discipline:				
• I meet and greet the class on arrival.				
• I manage students' behaviour constructively ('catch them being good').				
• I teach my rules, routines and expectations explicitly and continue to reinforce them.				
• I have a written Classroom Discipline Plan that includes classroom rules, a seating plan and rewards and sanctions.				
• I apply rewards and sanctions consistently and fairly in my classroom.				
• I use my voice, body posture, eye contact and proximity to students to manage their behaviour.				
• I deal with low-level disruption and challenge promptly.				
• I promote self-control and independence in my students.				
2 Planning, teaching and assessment				
(One) Planning:				
• I plan my lessons thoroughly to the school/department format.				

	Secure			Development needed
<ul style="list-style-type: none"> I take account of the aptitudes, abilities, interests, learning styles and prior learning of the children when preparing my lessons. 				
<ul style="list-style-type: none"> I prepare my lessons in line with the National Curriculum programme of study and the department scheme of work. 				
<ul style="list-style-type: none"> I plan a variety of activities. 				
<ul style="list-style-type: none"> I plan the timing of each section of the lesson. 				
<ul style="list-style-type: none"> I plan the use of resources and other adults in my lessons. 				
<ul style="list-style-type: none"> I plan the key questions and transition points. 				
<ul style="list-style-type: none"> I regularly evaluate my lessons. 				
(Two) Lesson structure:				
<ul style="list-style-type: none"> In my lessons, previous learning is regularly reviewed. 				
<ul style="list-style-type: none"> I set clear, challenging and relevant learning objectives. 				
<ul style="list-style-type: none"> I explain the learning objectives to the students and ensure that they understand the tasks and learning outcomes and how they relate to their prior learning. 				
<ul style="list-style-type: none"> I divide my lessons into manageable chunks. 				
<ul style="list-style-type: none"> I employ interactive teaching methods and collaborative group work. 				
<ul style="list-style-type: none"> I promote active and independent learning that enables students to think for themselves and to plan and manage their own learning. 				
<ul style="list-style-type: none"> I conduct an effective plenary review of learning at the end of the lesson in which the students are actively engaged. This enables me and the children to know whether or not they have achieved their learning outcomes. 				
(Three) Catering for differences:				
<ul style="list-style-type: none"> I differentiate my teaching to meet the needs of the more able and those with learning difficulties. 				



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<ul style="list-style-type: none"> My lessons take account of the students' varying interests and experiences. 			
<ul style="list-style-type: none"> My lessons pay attention to gender differences in learning. My lessons cater for different learning styles (visual, auditory and kinesthetic). 			
<ul style="list-style-type: none"> I involve all the children in the lessons. 			
(Four) I use appropriate questioning techniques to develop and check understanding and knowledge.			
(Five) I help individuals with their learning.			
(Six) Resources for learning:			
<ul style="list-style-type: none"> I select and prepare appropriate resources to use in my teaching. 			
<ul style="list-style-type: none"> I make effective use of visual aids. 			
(Seven) I teach literacy, numeracy and ICT skills as the need arises.			
(Eight) Homework:			
<ul style="list-style-type: none"> I set homework regularly and explain its purpose. 			
<ul style="list-style-type: none"> I set homework which consolidates and extends work carried out in class. 			
<ul style="list-style-type: none"> I set homework which encourages students to learn independently. 			
<ul style="list-style-type: none"> I set homework which helps students to prepare for the next lesson. 			
<ul style="list-style-type: none"> I mark homework promptly and give immediate feedback. 			
<ul style="list-style-type: none"> I monitor and record the setting and completion of homework. 			



	Secure	→		Development needed
(Nine) Assessment, recording and reporting:				
<ul style="list-style-type: none"> I monitor and assess students' progress by checking their understanding as the lesson unfolds. 				
<ul style="list-style-type: none"> I give immediate and constructive feedback to support students as they learn. 				
<ul style="list-style-type: none"> I use assessment to evaluate the progress of students towards planned learning objectives. 				
<ul style="list-style-type: none"> I use assessment to encourage students to make further improvement. 				
<ul style="list-style-type: none"> I use assessment to identify learning gaps and to correct misunderstandings. 				
<ul style="list-style-type: none"> I use assessment to improve my planning and teaching. 				
<ul style="list-style-type: none"> I involve students in peer assessment and self-assessment in order to help students to reflect on, evaluate and improve their own performance. 				
<ul style="list-style-type: none"> I use assessment to identify more able students, those who are working below age-related expectations and those who are failing to achieve their potential for learning. 				
<ul style="list-style-type: none"> I use assessment to set targets with and for the students and discuss with them their National Curriculum levels. 				
<ul style="list-style-type: none"> I mark students' work to a consistent/agreed standard. 				
<ul style="list-style-type: none"> I return work and give feedback promptly. 				
<ul style="list-style-type: none"> I record students' progress and achievements systematically. 				
<ul style="list-style-type: none"> I report progress to parents on a regular basis. 				
3 Subject knowledge and understanding				
(One) I have a good knowledge and understanding of my subject(s).				

		Secure	→	Development needed
(Two)	I have a good knowledge and understanding of the National Curriculum in my subject(s).			
(Three)	I understand how to bridge the gap between my knowledge and effective lesson planning to enable my students to learn.			
(Four)	I select appropriate topics to meet the curriculum requirements.			
(Five)	I select appropriate teaching methods according to the topic and learning objectives.			
(Six)	I help students to make connections between topics, subjects and learning strands.			
4	The use of ICT			
(One)	I use ICT for:			
	• producing curriculum materials			
	• using email and the internet			
	• handling assessment data and using it to raise students' attainment			
	• creating presentations			
	• budgeting and spreadsheets			
	• enhancing teaching and learning in my subject.			