

Framework for Excellence ‘The Shire Oak Way’

The framework for excellence is a self-assessment and development tool for teachers & faculties underpinning outstanding teaching and learning across the Academy.

	Developing	Secure	Excellence
S1	Planning is adequate, adhering to department plans.	Planning is effective, adhering to department medium-term plans, focused on students' needs with appropriate challenge, support and differentiation.	Planning is excellent, adhering to department medium-term plans, focused on students' needs with outstanding evidence of challenge, support and differentiation.
S2	Lessons are structured and have a clear start - however, there can be elements of "dead-time".	Lessons are effectively structured with a well-paced start - there is little/no "dead-time". Students settle to work well.	Lesson structure is highly effective with well-paced starts that engage all learners - there is no "dead-time". Students settle to work quickly and efficiently.
S3	Learning outcomes/statements are created for each lesson and usually shared with the students. Instructions are clear and effective.	Learning outcomes/statements are shared with students thus they are aware of what they are aiming to achieve in the lesson. Connectivity to the bigger picture is made. Instructions are clear and effective.	Learning outcomes/statements are shared with students thus they clearly comprehend the overall aims of the lesson and how they can be achieved. Clear connectivity to the bigger picture and how this lesson sits within the curriculum is made. Instructions are clear and effective.
H1	A limited range of techniques to engage students are used. Students generally work well and show some level of independence but this is not consistent and not all students complete all tasks.	A good range of techniques to engage students are used. Students are keen to do well, apply themselves in lessons and work at a good pace and complete the majority of tasks.	A varied range of carefully considered techniques to engage students are used. Students demonstrate excellent concentration and apply themselves to completing all tasks.
I1	Students' learning is not always sufficiently well scaffolded to allow them to make satisfactory progress. Questioning is limited, relying on too many procedural or closed questions.	Students' learning is well scaffolded through clear modelling and a good range of questioning which probes and extends students' understanding.	Students' learning is expertly scaffolded through precise modelling and skilled questioning (by adults and students) which probes and extends students' understanding and challenges their thinking.
I2	Opportunities for students to develop their knowledge and understanding of concepts and processes are limited.	Students regularly have opportunities to develop their knowledge and understanding of concepts and processes. They demonstrate the ability to apply their learning to a range of situations.	Students are continually given the opportunity to develop their knowledge and understanding of concepts and processes. They confidently demonstrate the ability to apply their learning to a range of situations.

I3	Limited use of complex subject-specific vocabulary.	Beginning to use complex subject-specific vocabulary.	Continues to frequently and fluently employ complex subject-specific vocabulary.
R1	The consolidation of knowledge is planned for and evident in lessons.	Learning is consolidated in every lesson and helps students and teachers assess strengths and areas of development in knowledge.	Learning is consolidated every lesson systematically and thoroughly clearly highlighting strengths and areas of development.
R2	Strategies such as retrieval practice are used occasionally.	Strategies such as retrieval practice are often used systematically	Strategies such as retrieval practice are used systematically and effectively in every lesson.
R3	Some evidence of independent learning being set and fed back on is evident.	Independent learning that is set is appropriate, has an element of challenge and is assessed in line with the school policy.	The Independent learning set is appropriate, challenging and varied. Any assessment or feedback is in line with policy and helps students to progress.
E1	The teacher's subject knowledge is developing but is generally sound, showing some enthusiasm for the subject.	The teacher has got strong subject knowledge and shows passion for the subject being taught. This enthuses and challenges most students and contributes to their good progress.	The teacher has a deep and extensive subject knowledge that is applied consistently to challenge and inspire students. A passion for the subject being taught is consistently evident, as is the enjoyment of the students.
E2	Clear procedures for managing behaviour are usually applied, but not always consistently. This can result in some lack of engagement from students.	Behaviour management strategies are applied consistently drawing reference to the academy's ASPIRE values. This results in students who are engaged and rarely off task.	Behaviour and praise policies are used effectively, promoting the academy's ASPIRE values. This results in engaged learners throughout.
E3	A safe environment is created with high expectations for all. Classroom routines and boundaries are not always clear and/or enforced.	A safe environment is created with high expectations for all. Most students know the routines and boundaries in the classroom usually follow them.	A safe environment is created with high expectations for all. Students know routines and boundaries in the classroom and follow them consistently.
E4	The pace of learning is sound throughout the lesson. The teacher provides some support for groups as appropriate. As a result, most students make good progress.	The pace of learning is strong throughout the lesson as no time is wasted. The teacher provides support for groups as appropriate and they do not have to wait for such input. As a result, most students make better than expected progress	The pace of learning is optimised throughout the lesson as the teacher is able to use valuable time to expertly and efficiently support and challenge students effectively. As a result, almost all students make rapid and sustained progress.
E5	There is evidence of feedback that is, sometimes purposeful and enables some students to progress.	Feedback is regular and detailed and enables most students to progress.	Feedback is frequent, purposeful and enables all students to progress.