Honeybourne Primary Academy

A Framework for Great Teaching – Understanding the Content

Building Knowledge – Motivating Teachers – Developing Teaching Techniques – Embedding Practice

Having deep and fluent knowledge	Sequencing content and ideas	Sharing knowledge in multiple ways	Anticipating potential barriers to learning
• The teacher demonstrates a nuanced understanding of the subject content • The teacher can respond promptly and accurately to pupil questions • The teacher is easily able to reformulate explanations • Links are established to other subjects and real-life contexts • The lesson moves beyond the printed materials and textbook	• The teacher demonstrates awareness of the prior learning required • There is a gradual progression from simplicity to complexity through the lesson • The lesson is contextualised within a wider sequence of learning and purpose • The teacher refers to what the next stages in learning will be	• The activities are well suited to the material being covered • The teacher explains the purpose of activities with reference to the objective • Assessment shows pupils where they are in relation to the objective • The teacher is able to explain a single concept or idea in different ways • Examples used are relevant and demonstrative of teacher knowledge • Where appropriate, the teacher supports explanation with an analogy	• The teacher demonstrates awareness of potential misconceptions • The teacher addresses common misconceptions explicitly • Instruction includes discussion of strategies to better remember the content • The lesson is well-pitched to build on prior knowledge

Honeybourne Primary Academy

A Framework for Great Teaching – Creating a Supportive Environment

Building Knowledge – Motivating Teachers – Developing Teaching Techniques – Embedding Practice

Promoting positive adult and child interactions and relationships	Promoting a climate for collaborative learning	Motivating learners	Communicating high expectations and challenge
• Teacher-pupil interactions are largely positive and successful • In both actions and use of language, the teacher shows deep respect • The teacher is understanding of all pupils in the classroom • The teacher demonstrates genuine warmth and care towards all pupils • Language is framed positively; negativity is avoided • The teacher adapts language to meet individual pupil needs • The teacher is conscious of pupils' cultural and/or religious beliefs	• Pupil-pupil interactions are largely positive and successful • Pupils show respect for each other in their language and actions • Pupils trust each other and feel comfortable in the classroom • Where appropriate, pupils work well together in pursuit of a shared goal • Pupils are willing to and capable of helping each other learn • The teacher encourages pupils to be kind to each other and caring	• Overall, pupils are eager and willing to engage with learning • The teacher encourages pupils to recognise their achievements • The teacher provides opportunity for pupils to develop autonomy • The teacher articulates the application of learning to real life scenarios	• The teacher sets very high standards of work and behaviour • It appears that the teacher believes in the potential for success of all pupils • The teacher does not lower their standards for any subgroup of pupils • The teacher sets ambitious yet achievable goals for pupils • Pupils are willing to suggest answers even when there is a high level of doubt • The teacher encourages pupils to recognise their own role in success/failure

Honeybourne Primary Academy

A Framework for Great Teaching – Maximising Opportunity to Learn

Building Knowledge – Motivating Teachers – Developing Teaching Techniques – Embedding Practice

Maximising learning time	Establishing clear expectations for behaviour	Promoting positive behaviours for learning
• The lesson start starts punctually and in an orderly manner • The teacher always communicates their instructions clearly • Transitions are smooth and well-rehearsed; no learning time is lost • Resources used in class support learning and are readily available • Pupils are actively engaged in learning until the end of the lesson • The teacher ensures that little time is lost to off-task behaviour	• Pupils all know, understand and can verbalise what is expected of them • The teacher communicates expectations clearly and checks for understanding • The teacher ensures pupils understand what happens if they do not behave • Both praise and consequences are given fairly and proportionately	• The teacher knows what is happening in the classroom (no blind spots) • Misbehaviour is managed promptly and discreetly • The teacher recognises potential problems before they become real problems • The teacher has strategies to signal their awareness of issues to pupils • Where pupils are making the right decisions, this is acknowledged • There is little disruption to learning caused by poor behaviour • When responding to poor behaviour, teacher's voice is firm, but no shouting

Honeybourne Primary Academy

A Framework for Great Teaching – Activating Hard Thinking

Building Knowledge – Motivating Teachers – Developing Teaching Techniques – Embedding Practice

Scaffolding learning effectively	Modelling new ideas, knowledge and skills	Using effective questioning
• The lesson has a logical flow that moves from simple to complex • The teacher verbalises the relevance of tasks/activities to lesson outcomes • Pupils are told how lesson outcomes relate to a wider structure (ie units) • The lesson progression is clearly articulated by the teacher • Activities/tasks are well designed to support all learners' needs • Scaffolding is used judiciously; gradually retracted as knowledge is secured • The teacher checks whether prerequisite knowledge is readily available before teaching a new concept • Teaching provides opportunities for pupils to think deeply and connect ideas	• New ideas are presented clearly, concisely and in small steps • The teacher gives explanations which are 'just right' in depth and length • The teacher carefully chooses language which is easily understandable • The teacher connects new ideas to accessible prior knowledge • The teacher uses examples to support understanding of new ideas • Explanation of new content is supported by effective modelling • Where appropriate, the teacher demonstrates new methods and skills	• Adequate thinking time is allowed to pupils when posing questions • The design/format of questions is appropriate for the content being taught • Questions asked prompt pupils to think deeply and develop understanding • Questions asked promote rich dialogue which moves learning forward • The teacher asks questions which assess if new ideas have been understood • The teacher regularly elicits question responses from all pupils • Pupils are asked to justify or explain their answers, or others' answers

Honeybourne Primary Academy

A Framework for Great Teaching - Activating Hard Thinking

Building Knowledge – Motivating Teachers – Developing Teaching Techniques – Embedding Practice

Providing effective feedback

- The teacher appraises and acknowledges all answers given
- The teacher adapts teaching based on pupil responses to questions
- Pupils are supported to recognise strengths and areas for improvement
- The teacher provides manageable amounts of feedback
- Pupils are encouraged to interact with feedback received
- The feedback provided by the teacher is focussed on how to improve
- The teacher provides feedback which is encouraging and inspiring

Making learning stick

- The teacher prioritises retention of the most crucial knowledge
- Where appropriate, the teacher allows for extended practice
- The teacher provides an appropriate level of support/guidance during practice
- The teacher provides opportunity for overlearning of key subject knowledge
- Previously learnt material is revisited to prevent forgetting
- The teacher prompts pupils to transfer learning into new contexts

Promoting meta-cognitive strategies

- The teacher verbalises their thinking and planning as a model
- There is conversation about how to learn between teacher and pupils
- The teacher explicitly supports planning – in a subject specific context
- The teacher explicitly supports the development of pupil self-regulation
- Pupils are encouraged and taught to monitor their own learning
- The teacher provides opportunity and structure for pupils to evaluate their own work
- The teacher demonstrates a commitment to pupils becoming increasingly independent over time