Consortiwm Canolbarth y De
Central South Consortium
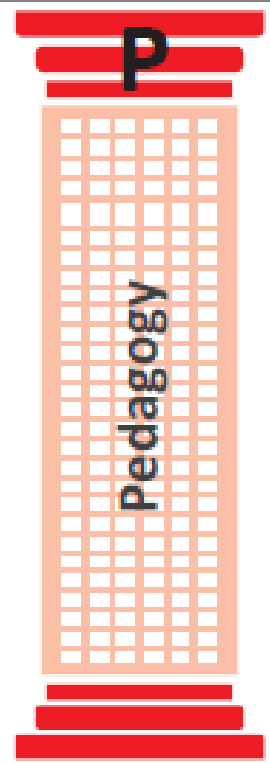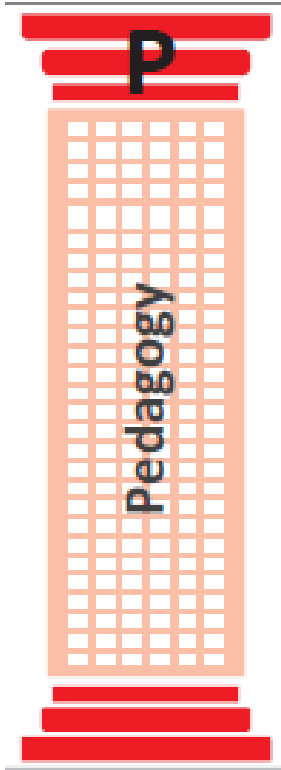Gwasanaeth Addysg ar y Cyd
Joint Education Service

Please select values 1-4 from drop-down list against the 12 Ref. in the 'Actual' column
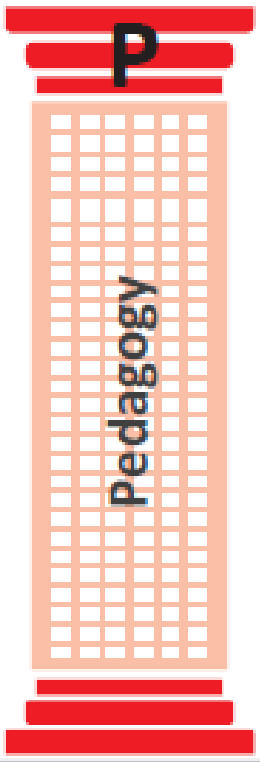**Please apply best-fit for your current position from the statements:**
- Focusing (1)
- Developing(2)
- Enabling (3)
- Enhancing (4)

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Pedagogy

Ref	Actual	Focusing (1)	Developing (2)	Enabling (3)	Enhancing (4)
Pe 1		Teaching in the school is beginning to gain an understanding of the pedagogical principles in chapter 5 of Successful Futures in a few areas and is beginning to focus on the overall purposes of the curriculum.	Teaching across the school has a suitable understanding of the pedagogical principles in chapter 5 of Successful Futures in the majority of areas and has an appropriate focus on the overall purposes of the curriculum. The school is beginning to agree a common language.	Teaching across the school has a strong, shared, common language and consistent understanding of the pedagogical principles in chapter 5 of Successful Futures and has a consistent focus on the overall purposes of the curriculum.	Teaching across the school has a very strong, shared, common language and consistent understanding of the pedagogical principles in chapter 5 of Successful Futures and has a consistent focus on the overall purposes of the curriculum.
Pe 2		Teaching seldom selects the most appropriate methods to achieve the 4 purposes of the curriculum and the needs and developmental stage of the children and young people.	Teaching in a few areas sometimes selects the most appropriate methods to achieve the 4 purposes of the curriculum and the needs and developmental stage of the children and young people.	Teaching sometimes selects the most appropriate methods to achieve the 4 purposes of the curriculum and the needs and developmental stage of the children and young people	Teaching often selects the most appropriate methods to achieve the 4 purposes of the curriculum and the needs and developmental stage of the children and young people.
Pe 3		Teaching is beginning to combine theoretical and practical knowledge and skills with judgements about what is required to promote effective learning in particular contexts.	Teaching suitably combines theoretical and practical knowledge and skills with judgements about what is required to promote effective learning in particular contexts	Teaching purposefully combines theoretical and practical knowledge and skills with judgement about what is required to promote effective learning in particular contexts	Teaching strongly combines theoretical and practical knowledge and skills with judgement about what is required to promote effective learning in particular contexts.
Pe 4		Teaching is beginning to secure the best outcomes for learners through refining teaching, influencing learners and advancing learning	Teaching often secures sound outcomes for learners through refining teaching, influencing learners and advancing learning.	Teaching secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.	Teaching consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.

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Pedagogy

Ref	Actual	Focusing (1)	Developing (2)	Enabling (3)	Enhancing (4)
Pe 5		Teaching is creative in a few cases and occasionally responds to the needs of learners. It is beginning to have purpose and meaning, and learners are starting to make connections to real life situations.	Teaching is mostly creative and appropriately responds to the needs of the learners. It is beginning to make learning relevant for learners to make connections to real life situations.	Teaching is creative and responsive, allows all pupils to make connections to real life situations, and is meaningful and purposeful.	Teaching is consistently creative and responsive, allows all pupils to make connections to real life situations, and is meaningful and purposeful.
Pe 6		There is a limited range of approaches to support learning.	Teaching uses a suitable range and blend of approaches to support learning in a few areas across the school.	Teaching uses a comprehensive range and blend of approaches to support learning in many areas of the school.	Teaching consistently uses a wide range and blend of approaches to support learning across the school.
Pe 7		Teaching is beginning to be reflective, a few practitioners make appropriate use of what works to inform practice in the classroom on an individual level.	Teaching is reflective and make appropriate use of relevant research and reading on an individual level.	Teaching is informed and shaped by relevant research and reading of what works, with good levels of individual and group reflection.	Teaching is consistently informed and shaped by wider reading and research of what works, with high levels of individual and group reflection.
Pe 8		Differentiation is often limited and mainly by outcome. Learners are starting to be challenged and supported.	Differentiated and flexible teaching is planned and evaluated. Learning materials and experiences are used to provide appropriate challenge to every learner.	Teachers are aware of the wide variations between learners readiness to learn, learning needs and interests. They explore different methods of differentiation and evaluate their effectiveness.	Differentiation is highly sophisticated, to the point where learners recognise why and when they need to be extended or supported. Learners participate in the planning of their learning experiences which fosters a high level of interest and engagement..

Ref	Actual	Focusing (1)	Developing (2)	Enabling (3)	Enhancing (4)
Pe 9		Teachers are becoming aware of the cross curricular responsibilities within Chapter 5 of Successful Futures. Teacher skills for digital competence have been audited and the implication for training are starting to be considered.	Cross-curricular responsibilities are understood and opportunities for their application have been identified within the current curriculum. Teacher skills and understanding of digital competence is starting to be developed to allow integration of this into the learning and teaching process.	Cross-curricular themes are used to build links between areas of learning and the learning within each component can be articulated to develop coherent experiences for learners. Opportunities for the application of digital competence and wider skills have been identified as part of the learning and teaching process and is being considered in the context of AOLE development.	Teachers plan for, and ensures that, the use of cross-curricular themes, digital competence and wider skills is routinely employed and embedded. The range of themes exploits complex learning which is made explicit through effective reflection on learning.
Pe 10		Formative assessment is in its early stages and often carried out in isolation. Planning for assessment is occasionally considered. It seldom lead to modifications in teaching or improve learning. There is overemphasis on a small range of outcomes, which narrows the curriculum.	Formative assessment is starting to develop well and many strategies are used across the school. It is occasionally planned for and in a few cases, teachers use the outcomes of learning formatively to plan next steps.	Formative assessment is a natural part of the teaching process and not an additional bolt-on. It is integrated into the planning process and many teachers use the outcomes of learning formatively to plan next steps.	Formative assessment is an essential and natural part of the teaching process that ensures all leaners make good progress. It is planned carefully and is a powerful tool within the school that successfully leads to modifications in teaching strategies and activities, so that learners are successful. It is used formatively to determine what the next steps should be or summatively to give an account of what has been learned.
Pe 11		Teaching is starting to promote resilience in learners.	Teaching encourages learners to apply themselves with sustained effort. They are beginning to understand that resilience is needed for sustained success.	Teaching ensures that learners reflect upon the extent to which they have stretched themselves and been resilient in solving problems and challenges in their learning.	Teaching encourages high aspirations in all learners and sustained effort and resilience is integral to good learning. This leads to high levels of achievement for all learners. A wide range of teaching approaches are used which engage learners' and instil a 'can do' attitude.
Pe 12		Teaching is starting to the skills, knowledge and understanding to develop collaborative and co-operative learning opportunities. Learners are starting to acquire the skills to give feedback to their peers.	Teaching appropriately uses collaborative and co-operative learning. Learners are starting to take responsibility for their own learning through sound peer feedback.	Teaching incorporates collaborative and co-operative learning well, encouraging learners to take responsibility for their own learning. Peer feedback used well to motivate and problem solve.	Teaching encourages collaborative and co-operative learning, which is effective in developing learners to take responsibility for their own learning. Peer feedback is powerful, embedded and has a positive effective on motivation, problem solving and achievement.