

Pupils understand the purpose of the lesson and how it fits into the 'bigger picture'.	The teacher provides oral feedback that helps individual pupils to improve their work.
Pupils have a clear understanding of what they need to do to improve specific aspects of their learning.	Pupils can work in pairs or groups to assess each other's work and provide constructive feedback to each other.
The teacher provides and shares the success criteria for each lesson or task.	The teacher amends lessons in the light of what pupils can or can't do effectively.
The teacher provides regular assessment opportunities to assess pupils learning.	Pupils can set their own targets for improvement for specific aspects of their learning.
Pupils are involved in establishing and agreeing success criteria.	The teacher shows pupils examples of high quality outcomes before they embark on a new piece of work.
The teacher has created a classroom ethos in which pupils readily 'talk for learning'.	Grades are routinely given to inform pupils of their current attainment.
The teacher knows the N.C. level pupils are working at.	Pupils demonstrate the skills to take charge of their own learning... working more independently.
Pupils can self assess their work.	The teacher provides and shares the learning objectives for the lesson.
Pupils have a clear understanding of how well they are doing currently.	The teacher provides written feedback that helps individual pupils to improve their work.
The teacher amends lessons in the light of what pupils can or can't do effectively.	