

	New Learning (Courage, Hope)	Mastery (Integrity, Responsibility)	Behaviour (Justice, Compassion)	Beliefs (Respect, Resilience)	Expertise (Wisdom)	Progress and values
HE	<p>Pupils are very clear about the expectations for new learning and can understand and explain links to other topics/content.</p> <p>Pupils rise to the challenge and grasp new content securely.</p> <p>They ask and answer perceptive questions which significantly furthers their understanding</p>	<p>Pupils are confidently able to apply and deepen their learning in a range of contexts. This allows them to solve complex problems and make sense of demanding concepts.</p> <p>Pupils can efficiently, rapidly and accurately recall and use key subject knowledge and terminology.</p> <p>Pupils use feedback over time to significantly close gaps in understanding.</p>	<p>Pupils actions consistently demonstrate that highly effective learning routines have been established and embedded over time.</p> <p>Behaviour is excellent; pupils are able to self-regulate and make mature decisions about how to learn best.</p> <p>Pupils respond well to praise and use this to increase focus and progress.</p>	<p>Pupils consistently work hard, striving to overcome problems and showing an authentic pride in their work.</p> <p>Pupils are highly reflective and evaluative about their learning and fully commit to improving their work.</p> <p>They treat the teacher, other adults and fellow pupils with genuine interest and respect.</p>	<p>Once identified; pupils overcome misconceptions and use this as a valuable learning opportunity.</p> <p>They have a detailed understanding of assessment structure and can identify areas of strength and development and how to meet development needs.</p> <p>Pupils understand the big picture of the subject curriculum and make powerful and deep links.</p>	<p>All groups of pupils make gains and are developing excellent knowledge and understanding</p> <p>A majority of pupils make progress over time that exceeds national expectations with no groups of pupils making less than expected progress.</p> <p>Pupils and teacher embody the SWAT values at all times.</p>
	<i>Because the teacher.....</i>	<i>Because the teacher.....</i>	<i>Because the teacher.....</i>	<i>Because the teacher.....</i>	<i>Because the teacher.....</i>	
	<p>Sets challenging learning goals, making new learning explicit while linking to prior/future learning</p> <p>Uses a high clarity of instruction and explicitly models new learning.</p> <p>Gauges pupil understanding through high quality questioning and uses skilful scaffolding where required.</p>	<p>Breaks complex learning down into structured steps and gives enough time for pupils to practise applying their learning in a range of contexts.</p> <p>Makes key knowledge highly explicit and embeds regular opportunities for low stakes recall of key subject knowledge.</p> <p>Provides incisive high quality written and verbal feedback with a clear structure and expectation that pupils act on this.</p>	<p>Consistently and rigorously reinforces effective learning routines.</p> <p>Tackles any off-task behaviour quickly and highly effectively according to whole school policy.</p> <p>Applies sanctions fairly and appropriately and then works quickly to re-establish positive relationships.</p> <p>Uses praise highly effectively and judiciously and applies the language of positive reinforcement.</p>	<p>Acts as a hardworking professional role model with high expectations of all learners.</p> <p>Actively engages in high quality formative coaching conversations with learners.</p> <p>Models reflective practice through engaging with constructive discourse and T and L feedback.</p> <p>Consistently seeks to work with colleagues to improve practice</p>	<p>Demonstrates intuitive subject knowledge and uses this to help pre-empt and unpick pupil misconceptions.</p> <p>Where necessary, skilfully adapts learning structure/approach in light of these misconceptions.</p> <p>Uses powerful exemplars and explains clearly why this work has been chosen.</p> <p>Links and reviews learning clearly to assessment objectives.</p>	
E	<p>Pupils have clarity about new concepts and learning to be covered</p> <p>Pupils respond well to teacher explanation and grasp new content</p> <p>Pupils ask and answer a range of questions which demonstrate an understanding of new learning.</p>	<p>Pupils can apply their learning in different contexts.</p> <p>They solve problems and can break down complex ideas into smaller steps.</p> <p>They quickly recall and use a range of key knowledge and terminology.</p> <p>Pupils listen to and read feedback and use this to actively narrow gaps in understanding</p>	<p>Pupils behaviour demonstrate that effective learning routines have been established and embedded over time.</p> <p>Behaviour is positive and responsible and pupils respond quickly to requests and instructions.</p> <p>Pupils react well to praise and use this motivation to work hard.</p>	<p>Pupils work hard to overcome problems and do not give up easily.</p> <p>They seek to produce their best work.</p> <p>Pupils review their learning and show the capacity to learn from their errors. They commit to improving their work.</p> <p>They act respectfully to others.</p>	<p>Pupils learn from their own, and other pupils' misconceptions.</p> <p>They use formative assessment information to identify areas of strength and development. Pupils can give some examples of how to address areas for development.</p> <p>Pupils have an the understanding of big picture of the subject curriculum and are starting to make links.</p>	<p>Pupils make clear learning gains in the lesson.</p> <p>All groups of pupils make progress over time that is at least in line with national expectations.</p> <p>The development of SWAT values is evident in the learning process.</p>
	<i>Because the teacher.....</i>	<i>Because the teacher.....</i>	<i>Because the teacher.....</i>	<i>Because the teacher.....</i>	<i>Because the teacher.....</i>	
	<p>Sets clear learning goals that make new learning explicit</p> <p>Uses clear instruction and modelling to explain new concepts</p> <p>Asks probing questions to assess pupil understanding and uses responses to provide support and scaffolding where required.</p>	<p>Provides opportunities for pupils to practise the application of their learning in different contexts.</p> <p>Breaks down demanding concepts into more manageable steps</p> <p>Builds recall of knowledge and terminology into lessons</p> <p>Provides regular formative verbal and written feedback and provides times for pupils to act on this.</p>	<p>Reinforces effective learning routines.</p> <p>Deals with off task behaviour effectively in line with whole school policy.</p> <p>Applies sanctions fairly and consistently and then looks to re-inforce positive relationships.</p> <p>Uses praise effectively</p>	<p>Is a strong role model to pupils at all times.</p> <p>Expects and encourages all to work with positive attitudes and apply themselves.</p> <p>Engages in constructive feedback regarding teaching and learning and is keen to work with others to improve practice.</p>	<p>Demonstrates secure subject knowledge and uses this to help pupils deal with misconceptions.</p> <p>Adapts explanations and questions in light of pupil misconceptions where required.</p> <p>Uses examples of work and links these to assessment criteria.</p> <p>Links and reviews learning against assessment objectives</p>	

