

## Criteria for effective lessons at City Lit

### Learning (applying to all, or most, learners)

- Learners are engaged, motivated and hardworking. They participate actively throughout the session.
- Learners are clearly progressing and achieving. The level of work is at or above what is expected for this group of students/level. (This might be exhibited eg in the quality of practical/written work, or the quality of in-class discussion.)
- The tutor consistently checks learning throughout the session, and gives clear feedback and actions for improvement.
- The tutor takes an active approach to differentiation, including for more confident learners. All learners are stretched and challenged to achieve within their potential.
- Learners show respect for others' ideas and views. They are encouraged to engage, where appropriate, in critical thinking and discussion.

### Planning and teaching

- The tutor uses initial/diagnostic assessment, and ongoing assessment, to adjust their planning to meet students' level, interests and needs (within the published outcomes for the course). The tutor makes reasonable adjustments for students with disabilities, including seeking additional support or advice if needed.
- The tutor is a current expert in their area: the content of the course is appropriate and challenging. The tutor prepares students well for the industry and/or contemporary practice or debates.
- Lessons are purposeful, with clear, achievable outcomes that are shared with learners. There are regular recaps. Learners are asked to self evaluate their learning at regular intervals.
- The tutor plans a variety of purposeful and engaging learning activities, well staged to enable learners to achieve the planned outcomes.
- The tutor uses questioning and other activities effectively throughout the session to both check learning and encourage reflection and thinking.
- The tutor sets activities to carry out between classes and checks what is done.
- The tutor uses up to date, well presented resources, including digital resources where this enhances learning.

- The tutor shows good group management skills including small group management. There is a good group dynamic. Learners have the opportunity to work with different people regularly. The tutor does not over-rely on whole group teaching where inappropriate.
- Learning over the course promotes diversity; stereotypes or derogatory language is challenged.
- The tutor supports learners where necessary to develop the English and Maths skills needed for the subject, including use of appropriate language and terminology. The tutor gives feedback on learners' English when marking written work.

### Personal development and welfare

- Learners are actively encouraged to be punctual and attend regularly.
- The tutor works to enable learners grow in confidence in the subject.
- The tutor encourages learners to pursue activities that deepen their knowledge and practice of the subject outside class eg referral to exhibitions, concerts, websites, reading
- The tutor supports the development of employability skills where relevant.
- Health and safety groundrules are shared with learners. Learners are safe.

### Other evidence to be considered.

Tutors and visitors should reflect on the following - over several recent courses if possible:

- Conversations with learners
- The quality of learner feedback – evaluations/complaints etc
- Retention levels
- Attendance rates
- Achievement – both accredited and non-accredited
- Quality of written/practical work

These will be useful:

- Planning documents
- RARPA records