

# Lesson Observation – Ofsted Key Indicators

|                             | Inadequate                                     | Satisfactory  | Good   | Outstanding   |   |
|-----------------------------|--|---|--|---|---|
| <b>Environmental Habits</b> | Positive, purposeful atmosphere                | The children need regular reminders to keep on-task, some do not keep on-task, despite reminders                          | With regular reminders, the children work purposefully and productively  | Children only need occasional reminders regarding staying on-task   | A very positive, purposeful atmosphere pervades all aspects of learning and behaviour within the class  |
|                             | Planning in place and available                | Planning for the lesson is not available  | Teachers planning folder is present and a suitable lesson plan is in place   | Planning for the lesson is precise and is clearly adapted to the needs of the children, adjustments, based on previous learning are clear, previous plans are annotated, including references to assessment   | All planning is thorough and detailed, subject and cross-curricular links are clear, assessment opportunities are identified and annotated accordingly, links to ILL, ICT, homework ensure integrated approach through lesson |
|                             | Key vocabulary displayed and used              | Key vocabulary is not displayed   | There is evidence of lists or groups of key vocabulary in the classroom that children can, if they choose, make use of         | The key vocabulary on display in the room is referred to and used by the teacher, LSA's and children in the course of their work  | The use of key vocabulary forms a key component in the teaching and learning of the children, routines are evident and the vocabulary is impacting on the learning  |
|                             | Well-prepared resources in place               | Elements of resources are not prepared sufficiently in advance  | All resources are prepared ready for the beginning of the lesson   | All resources are well-prepared and routines are in place for them to be effectively distributed through the course of the lesson   | Full range of classroom resources and specific lesson resources are effectively prepared, available and distributed, routines lead to minimal disruption  |
|                             | Effective use of display                       | Displays, where present, do not reflect or impact on the work being carried out in the class                              | A mixture of displays are used in the class, some with examples of children's work   | A wide range of different displays include children's work, work in progress and items to stimulate interest  | A wide range of well-thought out, high quality, stimulating displays are used to support the work in class, there are examples of 2D work, interactive displays, examples of best work  |
|                             | LSAs effectively deployed                      | LSAs have little or no impact on learning   | LSAs work alongside groups of children or individuals to ensure they are on task   | LSAs are deployed strategically by the class teacher and work effectively to support groups of children and individuals   | LSAs are deployed strategically, engage actively with the groups or individuals they are working with and ensure above average progress for those they work with  |
|                             | ICT used effectively, where appropriate        | ICT is not used where it could have been used to enhance the learning   | ICT is used, principally by the class teacher  | ICT is used by both the teacher and the children to enhance the learning  | ICT is used in interesting ways to add significantly to the learning  |
| <b>Learning Habits</b>      | Learning Objectives                            | Learning Objectives are not shared or do not accurately reflect the teacher's intention                                   | Appropriate Learning Objectives are shared at the beginning of the lesson and reviewed at the end                              | A clear routine for sharing Learning Objectives is present, Learning Objectives are referred to through the lesson and they form the basis of the Plenary, Learning Objectives are distinguished from content | The Learning Objectives permeate all aspects of the lesson, effective routine for sharing, reflecting and assessing the Learning Objectives are in place  |
|                             | Quality examples of work                       | Examples of successful work are not used  | At least one example of a completed piece of work is referred to in the introduction to the task                               | Two pieces of work are compared and used to help develop the Success Criteria   | Carefully chosen pieces of work, one of which that demonstrates high achievement, are used to stimulate and exemplify Success   |
|                             | Success Criteria                               | Success Criteria are not shared, and children are not given clear indications of what constitutes success                 | Success Criteria have been prepared beforehand and are shared, Success Criteria are mentioned during lesson as a general guide | Clear Success Criteria are both planned and then developed before task commences, examples of success are shared through lesson and are used in Plenary   | Children are actively involved in developing effective Success Criteria before task commences, Success Criteria are referred to throughout whole lesson and used for group/self-evaluation                                    |
|                             | Recall of previous learning                    | References to previous learning are not made  | Previous learning is referred to in the introduction, but only incidentally built upon   | Clear links are drawn between previous learning and how the lesson builds on this   | There is a shared and understood link between previous learning and the lesson, preparation is made to link learning to next lesson   |
|                             | Differentiation                                | Tasks are not clearly differentiated  | Task is differentiated principally by outcome or expected quantity of work   | Tasks are carefully designed to meet the learning needs of all three main groups of learners (Core, Support, Extension), including some provision for SEN and GAT   | Tasks are carefully designed, chosen and adapted to meet the full range of learners needs, a range of effective strategies is employed  |
|                             | Effective plenary                              | The Plenary, if present, refers only to what has been done and does not provide an opportunity to reflect on the learning | The lesson ends with a summary, reference is made to the Learning Objectives and Success Criteria                              | The Plenary effectively summarises the Learning Objectives and Success Criteria are shared, children are actively involved, including group/self-evaluation   | Building on 'mini-plenaries' through the lesson, the Learning Objectives are extended, children articulate and communicate their learning, wider implications and links are clarified, links made to future learning          |
|                             | Success celebrated                             | Success is only celebrated in general terms, without specific links to learning   | Success is recognised and praised, some links to Learning Objectives and Success Criteria                                      | Learning Objectives and Success Criteria form the basis for praise, reasons for success are articulated and explained   | Excellent culture of success being celebrated based on specific aspects of Learning Objectives and Success Criteria, children know that their success will be recognised and celebrated                                       |
|                             | Cross-curricular links identified and promoted | Reference is not made to cross-curricular links   | Examples of links to other subject areas are referred to   | Reference is made to how the lesson links to other lessons and subjects   | Specific links are made to how skills, knowledge and understanding can and will be used in other areas  |
|                             | Pupils make good progress                      | Some children do not make progress  | All children make some progress in their learning, but not all make as much progress as planned                                | All children make progress against their previous learning and most fully meet or exceed the expectations of the lesson   | All children engage fully with the learning and demonstrate that good progress has been made in their learning  |

# Lesson Observation Ofsted Key Indicators

**Lauren Gardner**



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web aug 18 2023 activity based costing is a method used to allocate overhead production costs the abc system breaks down manufacturing overhead into cost pools such as machines raw materials salaries

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web the activity based costing is a process of accounting for the indirect costs of goods and services of a business in a more precise manner it is based on the activities that influence those costs in order to products those products

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web activity based costing what we want to do is to get a more accurate estimate of what each unit costs to produce and to

do this we have to examine what activities are necessary to produce each unit because activities usually have a cost attached this is the basis of activity based costing abc

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web what is activity based costing activity based costing is a more specific way of allocating overhead costs based on activities that actually contribute to overhead costs in job order costing and variance analysis overhead costs are applied based on a specific cost driver such as labor hours or machine hours

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web mar 7 2023 activity based costing abc is a costing method that assigns overhead and indirect costs to related products and services this accounting method of costing recognizes the relationship

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web oct 17 2022 activity based costing also known as abc is a method to determine the total costs associated with creating a product abc assigns costs to activities associated with each step of the manufacturing process such as employees testing a product