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TEACHING & LEARNING EVALUATION HANDBOOK

2019 - 2020

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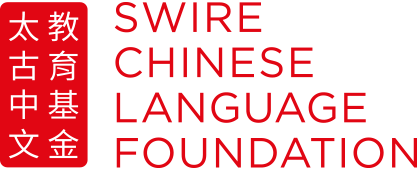
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**Introduction**

* The Swire Chinese Language Foundation
* Oxford Centre Team
* Participating Schools



Website: [www.swireclf.org](http://www.swireclf.org/)

The London–based Swire Group celebrated its 200th anniversary in 2016, having been founded by John Swire in Liverpool in 1816. 2016 also marked the 150th anniversary of the group’s activities in Greater China, where the major part of the group’s business is still conducted today.

As part of its celebrations, the Group set up and is funding the Swire Chinese Language Programme. This private initiative aims to improve both the quality, quantity and reach of the teaching of the Chinese language in the UK. The programme is working with various schools across the country to create language centres, from which both the individual school and other schools in the local area will benefit. It is expected that pupils of all ages will gain greater access to Chinese language teaching, and that greater interest in the language and Chinese culture will be generated. It is also hoped that this programme will act as a catalyst to many other schools and that the teaching of Chinese will become self-sustaining in due course.

With relations between Britain and China becoming more important than ever before, this is an exciting time to engage with Chinese language and culture. This programme will encourage more young people to learn this fascinating and enjoyable language, and will increase access to it for pupils across the country.

We are currently working with 12 Swire Chinese Language Centres in the UK which are located in Birmingham, Edinburgh, Glasgow, Gosforth, Leeds, Liverpool, London, Manchester, Newcastle, Norwich, Oxford and Sheffield.

**Oxford Centre Team**

**Participating Schools**







**Section 1**

**The Seven Pillars of Chinese Teaching**

* + The Seven Pillars
  + The Seven Pillars Toolkit

**The Seven Pillars of Chinese Teaching**

**It is our statement of intent to provide high quality learning experiences for all our students at every single opportunity. SCLCO lessons aim to embody the SCLF core mission – excellence, accessibility and aspiration.**

**P1 - Passion**

As educational ambassadors of Chinese language and culture, we are expert in our subject areas and passionate about learning. We seek to inspire our students and as a result they demonstrate enthusiasm for learning. We always show care and kindness towards the students we teach. We believe that talent and ability are not fixed and that all students can achieve.

**P2 - Purpose**

All lessons have clearly communicated objectives that consider the strengths and needs of all students. Students are equipped with the foundational skills required to make progress in the language independently and understand how their learning fits into the big picture both of the curriculum and their lives. We take every opportunity to promote and develop skills that will benefit other subject areas, particularly those in regards to Modern Languages, English and Maths.

**P3 - Participation**

Students are fully engaged with their learning and take responsibility for their own progress. Lessons have explicit planned opportunities to develop skills of resilience, independence and team work. Students work hard and with commitment and are not afraid to make mistakes. Where other staff are present (e.g. teaching assistants (TA) and primary school class teachers (CT), we are proactive in drawing on support from them where appropriate and ensure they are fully involved in each and every lesson.

**P4 - Pitch**

Learning is planned to challenge all learners appropriately. This includes using a variety of approaches so that students can learn in different ways. Tasks match students’ needs accurately based on a very good understanding of their circumstances and how specific barriers to learning can be overcome. Students also challenge themselves and take risks in their learning demonstrating their growth mindset.

**P5 - Pace**

Learning proceeds at an appropriate pace. Transitions between activities are swift and effective, lesson routines are well-established and lessons proceed without unnecessary interruption in a purposeful environment. Optimal use is made of every minute of lesson time.

**P6 - Progress**

All students make progress and aim towards challenging targets. We use a range of techniques to assess students’ understanding, especially high-quality questioning throughout the lesson to pick up on misconceptions and drive the learning forward. Students are expected to understand the importance of fundamental skills for learning Chinese (i.e. the “building blocks” of the language) and only when they grasp these skills, are they able to effectively move their learning forward. Students are also expected to be able to reflect on the progress which they have made and feedback, be it verbal or written, is specific in order for students to consistently act on their teachers’ feedback to make progress. Target Language (TL) is used intelligently to reinforce prior language learned and to teach new language where appropriate.

**P7 – Pride: Chinese Culture**

The teaching of Chinese culture is embedded into every lesson and emphasis is given to culturally specific terminology, which is explained and explored in further depth through the weekly Chinese Club and other cultural activities you also run at the school.

**The Seven Pillars - Toolkit**

P1 - Passion



Introduce yourself to anyone new, learn their names as soon as possible and be proactive in building relationships

Be yourself – bring your personality into the classroom

Show interest in students’ lives and about what they are learning in other lessons

Where appropriate, share cultural artefacts with students, including those from your hometown, and explain their significance.

Aim for students to be in the “stretch zone” - do not make lessons too hard or too easy

Create opportunities for students to get into a “flow state”

Work with your school to communicate your passion for your subject through attractive and inspirational displays, which are also practical

Encourage ALL students to find their own passion and to be curious beyond the restrictions of the examination course – aim for them to become lifelong learners.

Definitely do not talk down any elements of Chinese language being hard, dry, or boring – do not allow or accept students to pass such comments either

Do not spend time on ‘fun’ activities, which are not intrinsically linked to learning

Avoid accidentally talking down other subjects based on your own preconceptions of them or the students’ comments e.g. Maths is hard, dance is for girls etc.

Do not make a display containing language that is incorrect or not to be used during lesson time, leave these for the school corridor!

Avoid using the word “test” wherever possible – it generally causes anxiety and kills their passion for the subject – use words like “quiz” instead

Notes:

P2 - Purpose

Engage students in activities that remind them of the purpose of learning Chinese and why it forms an important part of school curricula.

Include a learning objective in your lessons and have students actively engage with it when it is presented to them so they can see the reason for learning what they are learning and how it links to prior and future lessons.

When appropriate, give students an overview of where they are headed this lesson, this month, this term, this year – and how far they have come too.

Ensure all students’ work is valued and has a clear purpose.

Look for real-life applications and audiences for students work, for example at a school event, parent evenings etc

Give clear explicit instructions – ask for students to repeat your instructions back to you at each step to ensure they are all listening and understand what is expected of them. Never assume they have all understood.

When planning your lessons, always start with “why” – why have you selected the activities chosen for the lesson? How does it fit in with the bigger picture of students’ overall learning journey? Be prepared to explain these reasons to your students.



Do not always make a “test” the reason for learning or doing something.

Do not use time filler activities such as posters, colouring, videos or word searches unless it has a very specific pedagogical purpose.

Notes:

P3 - Participation

Aim for 100% participation: students who are not looking at you and are passive are not learning and the gap will increase in every lesson – the same goes for anyone else in the room! (e.g. CTs & TAs)

Participation looks different for different tasks, it could be writing silently, it could be actively listening.

Use non-confrontational strategies such as “hands down” questioning, lollipop sticks etc to ensure all students contribute – this is an expectation. Train your classes so that they are aware of strategies when they do not know the answer to a certain question (e.g. use of talk partners, displays etc) and allow them an appropriate amount of thinking time before they give you an answer.

Make expectations for participation clear and explicit so students know what is expected, including CTs and TAs if they are in the room with you. This can be done, for example, by modelling activities with a colleague or student and/or sharing the success criteria.

Reward and praise students who participate fully. Make use of TL and the school policy to reward students appropriately.

In a primary setting, support from CTs and TAs is crucial, you must actively draw on support from them in order for lessons to be successful.

Speak with designated members of staff at the school to get sufficient information on any SEND or PP students you are teaching. Plan for extra support and scaffolding through talking time with their peers during lessons. Remember it may take you a while longer to build rapport with such children due to their circumstances.

Plan for group work so that all students are included and have specific appropriate roles.

Ensure students do not spend the whole lesson just sitting down listening - they will quickly become bored, which will lead to poor behaviour.

Do not accept the bare minimum – what you accept will quickly become the standard you set for them.

Do not take a students’ unwillingness to participate personally. You never know what might be going on in their lives.

Notes:

P4 - Pitch

Plan for differentiation (因材施教) in in order to challenge all students in the lesson according to their level of confidence.

Question individual students appropriately so the questions they are asked are matched to their current level of achievement.

Plan extension tasks to stretch the high attainers.

Scaffold and chunk more complex tasks so that they are accessible to all learners.

Adapt the scheme or work and standard lessons to match the needs of your group. Do not, under any circumstance, rush through content for the sake of coverage. Take time to think about questioning and the wording of your instructions to avoid confusion. Use higher order questions to stretch students’ thinking.

Have high expectations of all students.

Check students understanding in terms of your use of English. Do not expect that they will understand every single word just because they are native speakers – they are learning English too as part of their education at school. Britain is a highly multi-cultural society, many of the students could well be EAL or new to the country. Aim to incorporate TL in your lessons as soon as it is appropriate to, this can help get around this issue more efficiently.

Do not think that differentiation has to involve 5 different coloured worksheets – it is better to differentiate by outcome rather than make assumptions.

Do not just expect more of the same from the most able students, always have extension activities prepared.

Do not limit students by your language: bottom set, B-side, low ability all reveal our assumptions about learners in these groups.

Notes:

P5 - Pace

Relentless routines are your friend; work them out and train your classes and do them in TL as soon as it is appropriate to. These include, but are not limited to:

* Start of the lesson and register
* Getting straight into a starter
* Presentation routines in books date, title, layout expectations
* Collecting in and giving back classwork/homework
* Group and pair work
* Giving out books
* Responding to feedback
* Activity instructions

During independent work, set clear expectations and a time limit for the work, give repeated time checks.

Use a variety of questioning techniques to control the pace, e.g. rapid-fire questioning, think-pair-share etc.

Wait for a bit longer if necessary after a question to ensure that all students have time to formulate a response. Be patient with them.

Practise your key explanations so that they are clear and concise.

Some students with SEND may have difficulties with working memory, making it more challenging to retain a sequence of instructions or new information. They may not be able to keep up with the pace of the lesson. Use written or visual prompts to support – where you have a CT or TA to help, deploy them appropriately to help with this.

At the start of individual tasks stand back for a moment to monitor who begins to write before targeting peer support where needed.

Pace does not mean just getting through content fast, the best teachers vary and control the pace of learning through skilful questioning and a range of activities. Slowing things down to tackle key misconceptions is absolutely crucial to student progress.

Do not allow off task chat during independent work; students cannot multitask and it will slow them down.

Notes:

P6 - Progress

Monitor progress through strategies such as “hands down” questioning, lollipop sticks etc.

Question more students more often and at random - make use of lollipop sticks or other methods so that students do not feel they are being singled out.

Think carefully about the type of questions you ask students – aim to extend thinking at a level that is appropriate to the individual.

What do you expect your students to achieve? Remember that your expectations of individual students or even a whole class will vary according to their level of confidence and the amount of support that is available during and between lesson time.

Make sure to mark students’ work regularly and for them to be explicitly aware of what they need to do to improve. Follow the school’s marking policy.

Make sure to model and show examples of good work, particularly those of students whom you are teaching, so that students can see what they need to do to make progress.

Interleave prior language learned throughout the course of the year so that they are repeated and reinforced. Trust that they know and remember what has been taught to them. A spiralled approach is key!

Provide frequent opportunities for students to practise what they have learned to consolidate their learning and to support long-term memory.

Ensure you praise students appropriately to confirm that they are making progress – particularly those you notice are sensitive in nature.

Do not lower your expectations, particularly in terms of pronunciation. For example, if they have pronounced a word incorrectly with the incorrect tone, then it is incorrect, period.

Model and elicit appropriately so students can become more independent and empowered in their learning.

In a primary setting, be sure to check whether CTs have been providing support for learning outside of lessons (e.g. playing songs etc). Communicate with them to ask them why they haven’t and positively negotiate a solution.

Do not, under any circumstance, deliver lessons that are overly teacher-fronted – all people, including you, are not able to concentrate listening to someone talk at them at length. Aim to speak for no longer than a couple of minutes at a time whenever you can.

Do not assume that if you have taught something that was taught a long time ago, that the students will know it. It is up to you to ensure that there are plenty of opportunities throughout they year to revisit the item taught.

Do not allow students to use reference material when completing tasks unless it is absolutely necessary, otherwise they will not be able to demonstrate to you that they are retaining what they have learned.

Notes:

**The Seven Pillars: Mini-Checklist**

Classroom climate

* Strategic seating plans – for peer support and access to the teacher
* High expectations for everyone
* Relentless routines
* Give praise and rewards for positive engagement, participation and classwork
* Calm classroom atmosphere
* In a primary setting, ensure the CT and TA are enforcing the behaviour policy – this is their responsibility

Relationships

* Avoid being rude, even if people are rude to you
* Be persistent with your expectations
* Give clear roles and responsibilities (including to CTs and TAs)
* Build relationships and know your students
* Be aware of any SEN/PP students and know how best to engage them
* Create space in the lesson for conversations with individual students

Instructions

* Short, clear instructions that are given step by step
* Have instructions repeated back to you
* Give written or visual support for instructions whenever appropriate
* Set time limits where appropriate and stick to them

Resources

* Kaiti or Heiti font for Chinese characters, Sans Serif font for English
* Large enough font size
* Feel free to use different coloured hand-outs to aid organisation (use pale colours)
* Have printed resources available for extension activities
* Be aware of colours on ppts e.g. yellow does not display very well
* Do not spend hours creating beautifully presented PPTs – do not reinvent the wheel, seek to perfect the wheel instead
* Have appropriate equipment to hand e.g. access to IT, practical resources
* Use of TA (and CT in primary school) – their support is crucial

Teaching and learning (see strategies embedded in The Seven Pillars)

* Start with “why” – why are you teaching what you are teaching?
* Do not talk at students at length – they will not be able to concentrate
* Be aware of students’ capabilities and pitch lesson content accordingly
* Check understanding through targeted questions to pupils of varying capabilities so you know how they are progressing
* Manage and direct group work with clear roles
* Vary activities, but frequently repeat those which work well and enhance progress
* Allow opportunities to speak before writing
* Chunk more complex extended tasks and always check for understanding
* Repeat and revisit to aid memory – a spiralled approach is key

**Section 2**

**Performance Development Toolkit**

* Reflections from Lesson Visits
* Reflections from Peer Lesson Visits (Lesson Study)

**Reflections on Lesson Visit 1**

|  |  |
| --- | --- |
| **DATE:** | **PERIOD:** |
| **CLASS:** | **VISITING TEACHER:** |
| **NUMBER OF STUDENTS (NUMBER OF SEN/PP STUDENTS):** | **LENGTH:** |
| **AREA/S OF FOCUS:** | |

Notes:

Next steps for development:

Something to do differently straight away:

**Reflections on Lesson Visit 2**

|  |  |
| --- | --- |
| **DATE:** | **PERIOD:** |
| **CLASS:** | **VISITING TEACHER:** |
| **NUMBER OF STUDENTS (NUMBER OF SEN/PP STUDENTS):** | **LENGTH:** |
| **AREA/S OF FOCUS:** | |

Notes:

Next steps for development:

Something to do differently straight away:

**Reflections on Lesson Visit 3**

|  |  |
| --- | --- |
| **DATE:** | **PERIOD:** |
| **CLASS:** | **VISITING TEACHER:** |
| **NUMBER OF STUDENTS (NUMBER OF SEN/PP STUDENTS):** | **LENGTH:** |
| **AREA/S OF FOCUS:** | |

Notes:

Next steps for development:

Something to do differently straight away:

**Reflections on Lesson Visit 4**

|  |  |
| --- | --- |
| **DATE:** | **PERIOD:** |
| **CLASS:** | **VISITING TEACHER:** |
| **NUMBER OF STUDENTS (NUMBER OF SEN/PP STUDENTS):** | **LENGTH:** |
| **AREA/S OF FOCUS:** | |

Notes:

Next steps for development:

Something to do differently straight away:

**Reflections on Lesson Visit 5**

|  |  |
| --- | --- |
| **DATE:** | **PERIOD:** |
| **CLASS:** | **VISITING TEACHER:** |
| **NUMBER OF STUDENTS (NUMBER OF SEN/PP STUDENTS):** | **LENGTH:** |
| **AREA/S OF FOCUS:** | |

Notes:

Next steps for development:

Something to do differently straight away:

**Reflections on Lesson Study 1**

|  |  |
| --- | --- |
| **DATE:** | **PERIOD:** |
| **CLASS:** | **TEACHER:** |
| **NUMBER OF STUDENTS (NUMBER OF SEN/PP STUDENTS):** | **LENGTH/TIMING:** |
| **AREA/S OF FOCUS:** | |

Notes:

What will I use to develop my teaching and learning?

Something to try straight away:

**Reflections on Lesson Study 2**

|  |  |
| --- | --- |
| **DATE:** | **PERIOD:** |
| **CLASS:** | **TEACHER:** |
| **NUMBER OF STUDENTS (NUMBER OF SEN/PP STUDENTS):** | **LENGTH/TIMING:** |
| **AREA/S OF FOCUS:** | |

Notes:

What will I use to develop my teaching and learning?

Something to try straight away:

**Reflections on Lesson Study 3**

|  |  |
| --- | --- |
| **DATE:** | **PERIOD:** |
| **CLASS:** | **TEACHER:** |
| **NUMBER OF STUDENTS (NUMBER OF SEN/PP STUDENTS):** | **LENGTH/TIMING:** |
| **AREA/S OF FOCUS:** | |

Notes:

What will I use to develop my teaching and learning?

Something to try straight away:

**Reflections on Lesson Study 4**

|  |  |
| --- | --- |
| **DATE:** | **PERIOD:** |
| **CLASS:** | **TEACHER:** |
| **NUMBER OF STUDENTS (NUMBER OF SEN/PP STUDENTS):** | **LENGTH/TIMING:** |
| **AREA/S OF FOCUS:** | |

Notes:

What will I use to develop my teaching and learning?

Something to try straight away:

**Reflections on Lesson Study 5**

|  |  |
| --- | --- |
| **DATE:** | **PERIOD:** |
| **CLASS:** | **TEACHER:** |
| **NUMBER OF STUDENTS (NUMBER OF SEN/PP STUDENTS):** | **LENGTH/TIMING:** |
| **AREA/S OF FOCUS:** | |

Notes:

What will I use to develop my teaching and learning?

Something to try straight away:

**Support Material**

* UK Government Teachers’ Standards
* Lesson Checklist
* Lesson Plan Proforma
* Self-Assessment Grid

|  |  |
| --- | --- |
| **UK Government Teachers’ Standards** | |
| **PART ONE – TEACHING**  **A teacher must:** | |
| 1. **Set high expectations which inspire, motivate and challenge pupils**   (1a) establish a safe and stimulating environment for pupils, rooted in mutual respect.  (1b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.  (1c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | |
| 1. **Promote good progress and outcomes by pupils**   (2a) be accountable for pupils’ attainment, progress and outcomes  (2b) be aware of pupils’ capabilities and their prior knowledge and plan teaching to build on these  (2c) guide pupils to reflect on the progress they have made and their emerging needs  (2d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching  (2e) encourage pupils to take a responsible and conscientious attitude to their own work and study | |
| 1. **Demonstrate good subject and curriculum knowledge**   (3a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings  (3b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  (3c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English whatever the teacher’s specialist subject  (3d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics  (3e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies | |
| 1. **Plan and teach well-structured lessons**   (4a) impart knowledge and develop understanding through effective use of lesson time  (4b) promote a love of learning and children’s intellectual curiosity  (4c) set homework and plan other out–of-class activities to consolidate and extend the knowledge and understanding pupils have acquired  (4d) reflect systematically on the effectiveness of lessons and approaches to teaching  (4e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s) | |
| 1. **Adapt teaching to respond to the strengths and needs of all pupils**   (5a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  (5b) have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these  (5c) demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils’ education at different stages of development  (5d) have a clear understanding of the needs of all pupils, including those with special education needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them | |
| 1. **Make accurate and productive use of assessment**   (6a) know and understand how to the relevant subject and curriculum areas, including statutory assessment requirements  (6b) make use of formative and summative assessment to secure pupils’ progress  (6c) use relevant data to monitor progress, set targets, and plan subsequent lessons  (6d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback | |
| 1. **Manage behaviour effectively to ensure a**   **good and safe learning environment**  (7a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the schools, in accordance with the school’s behaviour policy  (7b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly  (7c) manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them  (7d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary | |
| **8. Fulfil wider professional responsibilities**  (8a) make a positive contribution to the wider life and ethos of the school  (8b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support  (8c) deploy support staff effectively  (8d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues  (8e) communicate effectively with parents with regard to pupils’ achievements and well-being | |
| **PART TWO:**  **PERSONAL AND PROFESSIONAL CONDUCT**  **A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.** |
| **9. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**  (9a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position  (9b) having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions  (9c) showing tolerance of and respect for the rights of others  (9d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs  (9e) ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law | |
| **10.Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality** | |
| **11. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** | |
|  | |

**Lesson Checklist**

1. **Preparation**

**Teachers**

* Lessons planned (including rationale for activities)
* Resources prepared
* Lesson objective communicated
* Class profile (SEND/EAL/PP)
* Seating plan
* Regular feedback (incl. students repeating instructions back to you)
* Classroom teacher/TA deployed effectively (e.g. are they participating? Are they helping manage behaviour?)

**Students**

* Able to make links to prior learning
* All are concentrating
* All are participating
* Clear of the rationale of what they are doing
* Have a cultivated growth mindset

1. **Punctuality**

**Teachers**

* Arrive for lessons at least 10 minutes before to ensure they are fully prepared
* A title slide is on display before the lesson begins to stimulate students’ thinking
* Encourage register is taken in TL if it is being taken
* Lesson ends on time

**Students**

* Are already thinking about the content of the lesson before it starts
* Engage with learning immediately
* Ready to leave on time (if the lesson is at the end of the school day)

1. **Presentation**

**Teachers**

* Classroom environment promotes learning – posters are on display in an appropriate place for effective teaching
* Readiness for start of learning
* Dressed appropriately and professionally for the lesson according to school policy

**Students**

* Stick in reference handouts and worksheets in their books efficiently and neatly
* Chinese characters are written inside the Chinese character grids neatly and in the correct stroke order
* Follow the “character-pinyin” approach when writing so they understand characters and their accompanying pinyin are a whole unit rather than separate element

**LESSON PLAN - (Insert Title Here)**

**LESSON OBJECTIVE:**

**RESOURCES (incl. technology):**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage of lesson** | **Activity (what you do and what the students do)** | **Aim of activity (why you/they do it)** | **Interaction Pattern\*** | **Amount of time** |
| **Warmer (i.e. while you are setting up)** |  |  |  |  |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **Plenary** |  |  |  |  |
| **Homework (or Post-Lesson Activity)** |  |  |  |  |

**\*T-S=teacher to individual students, T-CL=teacher to class, S-S=students to students, S-T=student to teacher, PW=pair work, GW=group work**

**LESSON PLAN: Days of the Week-3**

**LESSON OBJECTIVE: to learn to write ‘sky/day’ in Chinese**

**RESOURCES (incl. technology):**  PPT, character writing demonstration video (天); mini-white boards and white board pens

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stage of lesson** | **Activity (what you do and what the students do)** | **Aim of activity (why you/they do it)** | **Interaction Pattern\*** | **Amount of time (Min)** |
| **Warmer (i.e. while you are setting up)** | Play ‘days of the week song’.  Children can either listen to or sing the song from previous session while settling down | Allow time for children to settle down from lunch break.  Ensure children sit in their carpet space and are ready for the lesson | T-CL | 1-2 |
| **1** | Ask pupils to practise saying today’s date in Chinese with their talk partners and then have targeted children say the date and class teacher write the date on the display board.  Ask pupils to check whether CT has written the characters with the correct stroke order. | To review saying month and date in the correct order.  Opportunity for pupils to practise saying two-digit number and for teacher to assess pupils’ learning outcome from previous sessions, particularly, less confident children.  To raise pupils’ awareness of the stroke order | S-S  T-S | 2 |
| **2** | Display the word ‘星期’ on the board and elicit the key components of the word ‘日’ ‘月’ and ‘生’. Elicit the meaning of the word and its pinyin.  Have children practice saying days of the week in pairs; Use ‘Tim’ to assess pupils’ knowledge on different days of the week, focusing on pronunciation and tones. | To assess pupils’ recognition of previous learned characters.  To review saying different days of the week and assess pupils’ learning outcome from previous lesson, especially the pronunciation and tones. | S-S  T-S | 3 |
| **3** | Introduce the learning objective to the pupils | Pupils are aware of what they will be learning in today’s lesson | T-CL | <1 |
| **4** | Display the pinyin of each target strokes on board and ask children in pairs to practice writing the target strokes on their mini-WBs.  Elicit the strokes by having children show the movement of the strokes. | To review target strokes and stroke order.  To assess whether pupils has become more aware of the stroke order. | S-S  T-S | 2 |
| **5** | Display the new stroke ‘nà’ written in brush on the board.  Write the target stroke on WB and have children compare two different writing styles. Have children point to the stroke they think is correctly written. Tell children that many Chinese writing examples are done by brush. If ‘na’ is written by a normal pen, it would just be a thin line. Show children self-made video doing ‘nà’ with a brush, have children focus on how I use the brush to create the thick and thin line | To introduce the new stroke and address the possible misconception: using brush and pen when writing.  To avoid some pupils doodling/drawing/colouring in when doing writing tasks.  To raise pupils’ cultural awareness on different style of writing. When writing with a brush, Chinese people like to make the line much thicker. This is because it looks beautiful. | T-CL | 3 |
| **6** | Ask pupils to discuss the stroke order in pairs; Use questioning to elicit the correct stroke order when writing e.g. What would be the first stroke? Which stroke should I start first? Which stroke comes next?  Model the writing step by step and have children follow it. Afterwards, children will have a go at writing the character on their mini-WBs independently. | Pupils know what strokes make up the character ‘天’.  Pupils learn how to form the character ‘天’ in correct stroke order. | S-S  T-CL  S-S | 5 |
| **7** | Use the self-made video to show the pupils where to put each stroke in the grid when writing ‘天’.  Show pupils how to structure their writing using the grid to make their handwriting neat and pretty. | Pupils understand the point of using writing grid and how to use it to structure the character. | T-CL | 2 |
| **8** | Have a pupil reiterate the writing routine; share the success criteria and WAGOLL of the writing from the pupils.  Play soothing Chinese music during the writing activity. | Develop a habit of writing routine.  Show pupils’ the expectation of the writing tasks and what they can achieve by the end of the lesson (differentiated outcomes). | T-CL | 2 |
| **Plenary** | Share great peer writing examples in the class and have pupils talk about what they like about their peers’ work. | Raise the expectation of the quality of writing.  Share and celebrate pupils’ good work. | S-S  T-CL | 2 |
| **Homework (or Post-Lesson Activity)** | Stroke order challenge: pupils who complete the worksheet with good accuracy (differentiated outcomes) will be awarded one house point  *Mild*: writing 日  *Spicy*: writing 生  *Hot*: writing 星 | To assess pupils’ knowledge on stroke and stroke order.  To assess pupils’ writing on the previous learned characters.  To encourage pupils to do writing and cultivate their interest in writing. | T-CL | **1** |

**\*T-S=teacher to individual students, T-CL=teacher to class, S-S=students to students, S-T=student to teacher, PW=pair work, GW=group wor**

**\*Self-Assessment Grid 2019/20: Mandarin** *(parts 1,2 & 3 to be completed)*

**\*this grid can be used for self-assessment of one’s own teaching, informal lesson visits and formal lesson visits**

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| **Name:** |  | **Yr. Group:** | **Date:** |
| **Observer name (if applicable):** |  | **No. pupils:** |

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|  | **Part 1: General Teaching Practice** | | | |
| **Grade** | **1** | **2** | **3** | **4** |
| **Stds**  **1, 7** | Pupils’ attitudes to learning are exemplary. Approach is enthusiastic and motivational. You know all of the pupils’ names.  There is a systematic, consistently and confidently applied approach to the use of class teacher for behaviour management.  Lesson proceeds without unnecessary interruption in a purposeful environment.  Sets high expectations and generates high commitment to learning in most pupils.  Children must use skills of independence to succeed, with support mechanisms in place. | Pupils are typically considerate, respectful and courteous. Consistently enthusiastic. You know most of the pupils’ names.  Pupils respond very well to the class teacher’s behaviour systems and work cooperatively with each other.  Low level disruption is uncommon and children only need occasional reminders to stay on task.  Gives regular opportunities to work independently and sets high expectations.  Promotes resilience and confidence in pupils so they can tackle challenging tasks independently. | Has some rapport with the class and shows some enthusiasm for the role. You know some of the pupils’ names.  Makes use of the class teacher to implement school behaviour policy consistently and fairly but pupils do not always respond promptly to your direction.  Major disruption to learning is uncommon, but occasional low-level disruption may occur.  The children have opportunities to demonstrate independence during lesson.  Beginning to set appropriately high expectations for behaviour and learning and deployment of class teacher is more effective. | Rapport with class not yet established.  Enthusiasm for the teacher’s role is not always apparent. You still do not know many pupils’ names.  School behaviour policy used but with inconsistencies as to poor communication with the class teacher.  Pupils’ lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment.  Classroom practice does little to promote independence.  Expectations for learning and behaviour not established consistently as to lack of routine and lack of deployment of class teacher. |

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| **Grade** | **1** | **2** | **3** | **4** |
| **Stds**  **2,3,6** | Pupils learn very well and make good progress.  Prior learning has been assessed systematically & accurately.  Learners are confident and critical in assessing and/or reflecting on their own and others’ work and progress.  Careful consideration of how children learn means that progress is maximised.  Excellent subject, pedagogical and progression knowledge with appropriate cross-curricular references.  Misconceptions are anticipated and/or elicited.  Models high standards of communication and proactively develops pupils’ skills in both English and Mandarin.  Assesses confidently and accurately during the lesson. Understanding is checked systematically e.g. through effective high order questioning and promotion of dialogue.  Pupils have time to respond to feedback and act on it. | Most pupils achieve well, and make expected progress.  Assessment of prior skills, knowledge and understanding is broadly accurate.  Learners are guided to assess and/or reflect on their work and progress.  Consideration is given in teaching and planning to how particular children learn.  Well-developed subject and pedagogical knowledge, good knowledge of progression.  Misconceptions are identified and addressed.  Models good oral and written Standard English; encourages and supports pupils to do so too.  Uses range of AfL strategies (including questioning) effectively and can adapt teaching within lesson in the light of feedback from pupils.  Accurate oral and/or written feedback is provided. | Most children make some progress in their learning but not all make progress as planned.  Prior learning is taken into account but not built upon in an effective way.  The children have some opportunities to assess their own work using success criteria.  Consideration is given in teaching and planning to how children learn.  Adequate subject and pedagogical knowledge, and sound knowledge of progression.  Misconceptions are identified but not always dealt with effectively.  Oral and written English is broadly accurate.  Range of AfL strategies (including questioning) used to support progress but this may lack rigour.  Marking and oral feedback are generally constructive. | Pupils or groups of pupils are making inadequate progress.  Prior learning not accurately assessed and/or taken into account.  The children do not carry out any self – assessment or evaluation.  No apparent consideration is given in teaching and planning to how children learn.  Some knowledge of basic pedagogy but subject knowledge is not yet secure.  Opportunities to identify and address misconceptions are missed.  Standard of oral and written English is a cause for concern.  Opportunities missed to deploy a range of AfL strategies. Questioning is mostly closed and not targeted.  Feedback is limited and can be vague or imprecise. |

| **Grade** | **1** | **2** | **3** | **4** |
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| **Stds.**  **4, 5, 8** | Effective structure and pace of lesson with precise timing.  Creative, innovative and flexible teaching strategies are used.  High quality, engaging and effective resources provided.  Tasks match pupils’ needs accurately, based on very good understanding of needs and how specific barriers to learning can be overcome.  Planning is thorough, carefully considered and presented in the context of prior and subsequent learning.  Good communication with teachers and TA is evident before during and after lesson.  ***In EYFS*:**  Significantly enhances learning of the focus group.  Explicit links made to children’s prior and subsequent learning within continuous provision.  Children’s interests are exploited creatively to enhance the continuous provision.  Children work independently during continuous provision; the outdoors extends children’s learning.  Engages with self-initiated activities where appropriate and extends children’s thinking and learning is clearly taken forward. | Appropriate structure, pace and timings.  You are prepared to take risks and try new approaches – although these may not always be successful.  Carefully prepared and well-chosen resources selected.  Tasks match most pupils’ needs; includes some effective provision for SEND and high-attainers. Specific barriers to learning recognised and addressed.  Planning is sound and includes reference to how individuals and/or groups of learners will be catered for.  Class teachers and TAs are well-deployed throughout lesson to support learning.  ***In EYFS*:**  Works with target group throughout lesson.  Links are made between inputs and continuous provision and all staff are clear about these.  Continuous provision is frequently enhanced to reflect children’s interests.  Children can access outdoor and indoor continuous provision independently and understand the systems.  Teacher supports, aids and teaches the children to use the activities effectively.  Engages with self-initiated activities where appropriate and extends children’s thinking. | The lesson plan has clear structure but pace and timings may drift during lesson.  Teaching and learning adequate – but would benefit from more flair, imagination and/or creativity.  Resources chosen are appropriate to support learning but could be used more effectively.  Differentiation is becoming more precise and is reasonably matched to children’s needs. There is an awareness of factors affecting achievement and of strategies that might reduce barriers to learning.  Planning is adequate but some vital evidence missing e.g. differentiation for groups & individuals, possible misconceptions etc.  Class teachers and TAs are effectively deployed in some aspects of the lesson.  ***In EYFS*:**  You support target group where appropriate, on independent task.  Continuous provision is sometimes enhanced for specific themes or to match children’s interests.  Children understand organisation systems for continuous provision.  You engage in children’s self-initiated activities where appropriate. | Lesson timing and/or pace are inappropriate and hinder learning.  Teaching and learning activities are, as yet, uninspiring and may stifle independence and engagement.  Trainee does not model or provide appropriate or sufficient visual/practical resources.  Differentiation is present but of limited value. Some learners are disengaged through having activities that are too hard or too easy.  Planning for lesson is sketchy, imprecise or not available at all.  Class teachers and TAs not fully involved in the lesson and given limited direction (although they may have been given a lesson plan).  ***In EYFS:***  You do not support a focussed target group when it is appropriate.  Continuous provision does not link with themes or inputs and in general the links to curriculum are not clear.  Children do not access continuous provision (outdoors and indoors) independently.  You do not engage in the children’s self-initiated activities when appropriate. |

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| **Part 2. Mandarin Specific – aspects of Standard 3** | | | | |
| **Grades** | **1** | **2** | **3** | **4** |
| **Subject knowledge**  **Grade:** | You use your in-depth subject knowledge to support learning, support high-attaining pupils and extend learning for all.  You plan confidently for progression, and can stimulate high levels of interest.  You articulate and justify where the lesson fits into the teaching sequence. | You are able to use subject knowledge beyond that being taught, to support learning.  You are able to use your knowledge of progression within the subject and age phase to develop and maintain pupils’ interest.  Clear understanding and evidence of where the lesson fits into the teaching sequence. | You demonstrate adequate subject knowledge.  Knowledge of progression within the subject and age phase is sound.  Some understanding and evidence of where the lesson fits into the teaching sequence. | There are noticeable gaps, misconceptions or inaccuracies in your subject knowledge.  Awareness of progression within the subject and age phase is limited.  Limited understanding of where the lesson fits into the teaching sequence. |
| **Spoken language**  **Grade:** | Effective use of dialogue ensures that all children have opportunities to express themselves and discuss aspects of their learning, including with the teacher.  Opportunities for children to develop a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.  Higher order and probing questions extend dialogue encouraging exploration of ideas.  Children have time to re-express or refine ideas.  The teacher models and promotes very high standards of spoken Mandarin.  Target language use is optimal and consistently used when communicating with pupils who also use the target language themselves to interact with the teacher and/or each other spontaneously. | Opportunities for children to engage in dialogue are planned in the lesson and used to promote learning.  Children are able to listen well and respond to contributions of others.  Children are able to develop and use what they have learned in context.  Careful questioning supports recall and allows pupils to explore ideas.  The teacher models and promotes accurate spoken Mandarin.  Target language is a key part of the lesson routine and frequently used in the lesson. | There are opportunities in the lesson for the children to engage in dialogue with each other and the teacher, developing their listening skills.  Pupils are given very few opportunities to speak Chinese in the lesson.  You model accurate spoken Mandarin and occasionally correct students’ errors.  Some target language is spoken in the lesson. | No opportunities given to develop competence in spoken language and listening to enhance effective communication.  No attention paid to increasing students’ accuracy and fluency of spoken Mandarin.  You do not model accurate language and frequently accept inaccurate pronunciation from students as correct.  There is little to no target language spoken by the teacher or pupil. |
| **Reading**  **Grade:** | Individual Chinese characters, words, sentences, phrases and texts are thoughtfully selected and used creatively to support the learning objective.  They are astutely matched to the abilities and/or interests of the pupils.  Highly effective modelling of the reading process, enhancing relevant skills. | Individual Chinese characters, words, sentences, phrases and texts are carefully selected to support the learning objective.  They are well matched to the abilities and/or interests of the pupils.  The teacher models and articulates the reading process, supporting the development of relevant skills. | Selected individual Chinese characters, words, sentences, phrases and texts support the learning objective.  Some consideration has been given to matching these to the abilities and/or interests of the pupils.  The teacher models the reading process and there is some consideration of the development of relevant skills. | Selected individual Chinese characters, words, sentences, phrases and texts do not support the learning objective.  Selected texts are not appropriate to the abilities and/or interests of the pupils.  The teacher does not model the reading process accurately and does not consider the development of relevant skills. |
| **Writing**  **Grade:** | Your modelling of standard written Chinese is highly effective.  You demonstrate and articulate an excellent knowledge of Chinese characters including their development and history, in addition to students’ possible misconceptions.  Tasks are very creative and precisely matched to the learning objectives and pupil needs, ensuring that all pupils make good progress.  Most, if not all, students write Chinese characters in the writing grid neatly and in the correct stroke order. | You effectively model a good standard of written Chinese.  You demonstrate and articulate a good knowledge of Chinese characters including their development and history, in addition to students’ possible misconceptions.  Tasks are well matched to the learning objectives and pupil needs, ensuring that all pupils make expected progress.  Most, but not all, students write Chinese characters in the writing grid neatly and in the correct stroke order. | You model accurate written Chinese.  You demonstrate some knowledge of relevant Chinese characters including their development and history, but often fail to take into account students’ possible misconceptions.  Tasks are suitably matched to the learning objectives and pupil needs, ensuring that all pupils make some progress, but not all as expected.  Some students write Chinese characters in the writing grid neatly and in the correct stroke order, but clearly most do not. | You do not model accurate written Chinese and make too many assumptions about students’ capabilities.  You do not demonstrate adequate knowledge of relevant Chinese characters including their development and history. You do not plan for students’ misconceptions at all.  Tasks are not matched to the learning objectives or pupil needs so that pupils’ progress is inadequate.  Very few students, if any, write Chinese characters in the writing grid neatly and in the correct stroke order. |

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| **Part 3: Evidence Strengths & Targets** |

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| **Evidence:** Focusing on the **impact of the lesson on pupils’ learning**, note down any specific instances from the lesson (such as examples of dialogue, activities, responses to pupils, adaptations made during the lesson) that would support your understanding of how your planning and teaching decisions influence pupils’ learning. |
| **Strengths** in relation to Teachers’ Standards and The Seven Pillars: |
| **Targets** in relation to Teachers’ Standards and The Seven Pillars: |