Table 18: Progress can be mapped from emerging through to embedded excellence

	Emerging	Developing	Highly Accomplished	Embedded Excellence
Learning Environment	The environment is organised and purposeful. Learning environments identify key areas within classrooms including book corners, learning walls, topic tables and curriculum areas. Pupil books and other resources are stored neatly in an organised way. Resources are clearly labelled.	Learning environments are stimulating, well-organised and contain evidence of high expectations. This can be identified through the organisation of resources, the quality of learning on display and through quality of modelling.	The learning environment is aspirational, with every area providing models of excellence. Key vocabulary, examples of modelling and learning walls reflect the highest expectations and are used by pupils to enhance learning.	The learning environment is an inspirational place to learn. There is multiple evidence that the environment is used as a resource to enhance learning, build collaboration and promote the school's values.
Expectations Across Curriculum	Learning experiences across the curriculum are planned for using school formats and are linked to age-related expectations. These are connected using a mid-term planning framework. Links with the community, including trips and visits are planned for.	Learning across subjects is linked to a rich context that develops skills linked to national curriculum expectations. Curriculum expectations are matched to pupils' needs, which are reflected in topic choices, differentiation and quality of outcomes in books.	Curriculum expectations are high in all subjects across the curriculum. Pupils' books provide evidence of a pride in learning and capture a learning journey. Learning experiences often enable pupils to engage in problem-solving or link learning to the real world.	The highest expectations for all curriculum areas enable all pupil groups to make the best possible progress. Pupils are involved in making choices about their learning, which is personalised to meet specific needs. Pupils co-construct learning experiences and use the curriculum to make a positive impact beyond school.
Feedback Marking / Assessment for Learning (AfL)	Written feedback is provided in core subjects weekly. Books provide evidence of pupil responses. Mini plenaries, talk for learning and opportunities for reflection on learning are planned for. Some questioning	Assessment and feedback is effective in reading, writing or maths and supports pupils in knowing what they need to do in order to make progress. Lessons contain opportunities for reflection, discussion and	Pupils respond well to regular written feedback, with evidence that this is enhancing learning. Feedback enables most pupils to develop basic skills, leading to good progress. Most pupils can	Pupils benefit from consistently high-quality assessment and constructive feedback, much of which is exceptionally good and leads to excellent progress in lessons. Checking for

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	is used to evaluate learning.	learning review. Mini plenaries are planned for to support evaluation of learning. Some pupils are clear about next learning steps and can share these when asked.	identify next learning steps and are clear about how feedback supports future learning. Systems for enabling pupils to evaluate learning are embedded and applied consistently.	understanding is an embedded feature of learning. Pupils are fully involved in evaluating their own and each other's learning and use a common language for AfL to excellent effect.
Adult Modelling	Adult modelling is evident in lessons and in planning. Modelling is linked to curriculum planning and intended learning. Learning displays meet school expectations.	Modelling reflects class learning needs and contains high expectations. Modelling is interactive and involves pupils through good questioning and use of adults. There is good evidence to support how modelling impacts on learning. The displayed modelling captures the learning journey over time.	Modelling precisely meets the needs of learners and bridges the gap between what they already know and can do with support. Modelling is co-constructed with pupils and enables rich dialogue about learning and metacognition. Pupil modelling and modelling by other adults is a common feature of lesson structure.	High-quality modelling is an embedded feature of practice. Pupils can describe how modelling scaffolds learning and the impact on progress. All pupils can demonstrate how modelling enables extended learning. Modelling leads to enhanced independence, collaboration and pupils' ability to evaluate learning successes.
Questioning for Understanding	Key questions are evident in weekly planning. These are sometimes differentiated and targeted at specific pupils' needs. Questioning sometimes moves beyond information recall or knowledge recall.	Teaching uses questioning purposefully to check for understanding and challenge learners. Open-ended questions are planned for and differentiated for specific pupil groups. Learning tasks build on planned enquiry questions.	Questioning is used adaptively to enhance quality learning experiences. Typically, questioning enables learners to engage in dialogic talk and collaboration. Pupils are comfortable with being challenged and engage in purposeful talk for learning. There is evidence of questioning enabling pupils to	Questioning is an embedded and core feature of teaching sequences. Pupils and adults use questioning to co-construct learning, which promotes high-quality experiences. Pupil books and the learning environment provide excellent evidence of questioning, enabling accelerated progress.

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			extend learning.	Questioning strategies are used equally well amongst all pupil groups and learning needs.
Collaborative Learning	Planning identifies opportunities for collaboration in learning. This is evidenced in the use of talk partners and group discussion in lessons.	There is a clear learning journey over time but the quality of outcomes is inconsistent. Some pupils are challenged while others are not, leading to inconsistent progress over time.	There is clear evidence in books that learning connects skills over time, with opportunities to apply learning and produce quality learning. Learning journeys are differentiated to meet individuals' needs, resulting in good progress.	Evidence in books for all pupils provides evidence that planning is ambitious and deeply connected over time and across subjects. Pupils have multiple opportunities to apply skills in new and exciting ways.
Problem-solving	Planning identifies opportunities for pupils to engage in problem-solving. Problem-solving strategies are modelled during lessons.	Planning and feedback marking provide opportunities for pupils to extend learning through problem-solving. Typically, this is through an extension task or linked to a planned problem-solving activity. Learning tasks provide opportunities to apply skills taught to problem-solving.	Problem-solving is established in planning and evidenced consistently in pupils' books. Pupils demonstrate good problem-solving skills and collaborate well to work through problems systematically. Pupils are able to explain strategies and thinking when problem-solving – as evidenced in pupil books and discussion.	Pupils are not only skilled in solving problems but are active in seeking opportunities to link problem-solving to real life. There are excellent curriculum opportunities to use a range of skills in new contexts. Pupils demonstrate independence and a desire to plan their own problem-solving linked to life beyond school.
Challenge in Lessons	Differentiation is planned for with learning intentions matched to pupils' levels of achievement and assessments.	Through high expectations and planned questioning, challenge is matched appropriately to pupils' learning needs. This is evidenced in the quality of	Teaching systematically builds on prior skills and challenges all pupil groups. Teaching effectively bridges the gap between the known and	Expectations are consistently high. There is a shared culture and expectation that learning is engaging and challenging. Pupils respond positively to

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		differentiation and progression in pupils' books. As a result, some pupil groups make good progress.	unknown, often providing imaginative and fun opportunities to extend learning through challenging expectations. Through high-quality modelling and scaffolding, pupil groups are well supported.	high-quality teaching, with evidence that this leads to pupils engaging in a range of investigation opportunities. Lessons contain embedded systems to encourage debate and discussion amongst pupils.
Support & Intervention	Other adults are identified in planning, including how they support learning. Interventions and specific programmes for learning are evident in lessons.	Other adults provide good value and ensure lessons flow well. Adult intervention is matched well to pupils' learning needs. Adults are aware of pupil next steps and ensure pupils are engaged in learning.	Adults are able to model well and share the same high expectations for pupil learning as class teachers. Adults are deployed to support a range of pupils, including more able. Other adults model expectations well, leading to supported pupils making good progress.	Expectations are consistently high for all pupils amongst adults. Within the classroom, there is a shared responsibility that all pupils will make excellent progress. Relationships amongst adults, team teaching, delivery of specialist interventions and planned support lead to all pupils making excellent progress.