

Portfolio	
Official Title	
MyCourse Title	
PC Code	

Ahod Area	
PTL Area	
Tutor(s)	
Overall Grade	

	Grade 1 – Outstanding	Grade 2 – Good	Grade 3 – Requires Improvement	Grade 4 – Inadequate	MyCourse Grade
Session planning	Session planning draws on excellent subject knowledge and/or industry experience. Very well planned and structured. Aims/objectives are clear and the sequence of teaching and learning activities, methods, resources and planned assessment are appropriate.	Clearly planned structure of learning and progress; including aims/objectives, resources and assessment.	Evidence of outline planning of teaching and learning activities, resources and assessment.	Very little, poor or no evidence of planning.	
Learning materials and resources	High quality learning materials and resources including ICT are available and are used by the teacher and learners during and between learning and assessment sessions.	Good use of resources, including ICT, contributes well to learners' progress.	Some use of appropriate materials and resources, including ILT, to support learning, but some opportunities are missed.	Inadequate or poor quality materials and resources, including ILT, or ineffective or inappropriate use of resources so that learning is hindered.	
Attendance / Punctuality	Learners' attendance and punctuality are consistently good (at or above programme targets).	Attendance and punctuality are good.	Attendance and punctuality are mostly at an acceptable level.	Attendance and punctuality rates are generally low. (Pattern of low attendance overall. Unsatisfactory punctuality – less than two thirds present at start of lesson.)	
High Expectations	The teacher demonstrates their high expectations of all learners. The teacher generates high levels of enthusiasm for participation in, and commitment to, learning.	The teacher demonstrates their high expectations of all learners.	The teacher's expectations enable most learners to work hard and achieve satisfactorily, and encourage them to make progress.	The teacher does not have sufficiently high expectations of learners.	
Essential skills	Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills on other courses and at work. Learners may apply skills and background knowledge to great effect, including: personal, social, English, mathematics and functional skills, and practical vocational skills.	Learners develop and apply a good range of skills well, including: personal and social skills, English, mathematics and functional skills, and practical vocational skills.	Learners develop and apply a range of skills adequately, including: personal, social, English, mathematics and functional skills, and practical vocational skills.	Lesson activities do not address essential skills appropriately or effectively.	
Differentiation	The teacher is highly adept at working with and developing skills and knowledge in learners from different backgrounds or abilities.	The teacher is able to develop learners' skills and knowledge regardless of their backgrounds or abilities.	The teacher satisfactorily works with and develops skills and knowledge in learners from different backgrounds or abilities.	Teaching fails to excite, enthuse, engage or motivate particular groups of learners, including those with learning difficulties and/or disabilities.	
Equality & Diversity	Equality and diversity are integrated fully into the learning experience. The teacher shows great awareness of equality and diversity in teaching sessions, through effective and appropriate reference to gender, race, religion, disability, culture, age and sexual orientation. Teacher models best practice through attitude and use of inclusive activities, resources and language.	Equality and diversity are promoted but some work is still needed to fully integrate aspects of equality and diversity into learning. Teaching and reference materials demonstrate knowledge and promotion of equality and diversity, through some reference to age, marriage, civil partnership, socio-economic background, gender, race, religion, disability, culture, age and sexual orientation.	The promotion of equality and support for diversity in teaching and learning is satisfactory. Teacher uses appropriate language and terminology and demonstrates appropriate attitudes.	The teacher shows insufficient understanding and insufficiently promotes equality and diversity in teaching sessions. Some resource materials use stereotypical images or examples and/or the teacher uses inappropriate language or terminology or demonstrates inappropriate attitudes.	
Assessment for Learning	The teacher checks learners' understanding effectively throughout the learning session. Highly effective clearly focused questioning skills used to check all learners' progress.	The teacher listens perceptively to, carefully observes and skilfully questions learners during the learning session, to enhance and check learning.	The teacher monitors learners' work during learning sessions and is capable of adjusting their plans to support learning. Questions used to recapitulate consolidate and confirm learning but some opportunities missed throughout session.	Assessment of learning in class and through homework is ineffective and inadequate. Ineffective, insufficient or no questioning of learners' progress.	
Directed Study	Appropriate and regular directed study contributes very well to learners' progress.	Regular directed study contributes well to learners' progress.	The teacher sets appropriate directed study for learners.	Directed study may be unclear, irrelevant or not in evidence.	
Feedback via marking	Marking and constructive feedback from the teacher are frequent and of a consistent quality, leading to high levels of engagement and interest.	The teacher assesses learners' progress regularly and accurately, and discusses assessments with them so that learners know how well they have done and what they need to do to improve.	Learners are informed about the progress they are making and how to improve further through marking and dialogue with the teacher that is usually timely and encouraging. Written feedback is adequate but does not always provide improvement strategies.	Written feedback is superficial and lacks improvement strategies.	
Advice, guidance and support	Advice, guidance and support motivate learners to secure the best possible opportunities for success in their learning and progression.	Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.	Advice, guidance and support help to motivate learners to succeed in their learning and progress.	Insufficient advice, guidance and support to motivate learners to succeed in their learning and progress.	