Lesson Observation Form

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| Trainee: | | Date: |
| School: | | Number in group: |
| Class/year group: | | Observer: |
| Lesson topic: | | File checked |
| Standards prompts (tick *strengths* – use standards as prompts for targets) | Progress and outcomes: comment and **evaluate** (compulsory) | |
| 2a) Be accountable for pupils’ attainment, progress and outcomes  2b) Plan teaching to build on pupils’ capabilities and prior knowledge  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 (forms of differentiation)  2e) Encourage a responsible and conscientious attitude |  | |
| Standards prompts (tick *strengths* – use standards as prompts for targets) | Differentiation & assessment | |
| 5a) Differentiate appropriately, use a range of teaching styles & approaches.  5b) Account for factors which inhibit learning  5c) Adapt teaching to support pupils’ education at different stages of development  5d) Differentiate, cater for the needs of all pupils (SEN; HA; EAL; PP, disabilities)  6a) Assess subject concepts/areas  6b) Use formative & summative assessment  6c) Use data to monitor progress, set target & plan teaching  6d) Provide prompt written/oral feedback |  | |
| Standards prompts (tick *strengths* – use standards as prompts for targets) | Behaviour for learning & classroom management | |
| 7a) Establish clear rules and routines, use school behaviour policy, ensure smooth transitions  7b) Establish a framework for discipline; adopt a range of strategies fairly, promote very good behaviour  7c) Manage class effectively, using approaches which involve and motivate pupils  7d) Maintain good relationship with pupils, exercise authority, and act decisively when necessary, ensure pupil safety  1a) Establish and maintain a safe & stimulating environment  1b) Set LOs/SC/targets that challenge all pupils  1c) Promote positive values & behaviour expected of pupils |  | |

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| Standards prompts (tick *strengths* – use standards as prompts for targets) | Subject knowledge & planning | | | |
| 3a) Demonstrate secure subject knowledge, foster pupil interest; show enthusiasm for teaching  3b) Demonstrate critical understanding of developments in the curriculum, promote the value of scholarship  3c) Promote high standards in literacy, numeracy, articulacy and standard English  3d) In early reading demonstrate a clear understanding of systematic synthetic phonics  3e) In early maths demonstrate a clear understanding of appropriate teaching strategies  4a) Impart knowledge and develop understanding through effective use of lesson time (pace & timing)  4b) Promote love of learning & curiosity  4c) Set homework; plan out-of-class activities.  4d) Reflect on the effectiveness of lessons and approaches to teaching (evaluation and reflection)  4e) Contribute to the design and provision of an engaging curriculum, planned lessons are interesting & challenging |  | | | |
| Standards prompts (tick *strengths* – use standards as prompts for targets) | Professionalism | | | |
| 8a) Make a positive contribution to the wider life of the school  8b) Develop effective prof relationships with colleagues  8c) Deploy support staff effectively  8d) Take increasing responsibility for personal professional development, willing to accept support, advice and feedback  8e) Communicate effectively with pupils, colleagues, parents & carers in regard to achievement and well-being |  | | | |
| Key strengths of lesson (at least three) for use with professional development record | | | | |
| Strength | | | | Standard |
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| Review of previous targets | | | | |
| Target | | Std. | Review of success criteria | |
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| Short term targets arising from the lesson | | | | |
| Target | | Std. | Success criteria & actions | |
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| Quality assurance joint observation: SCITT tutor  Professional mentor  Subject/class mentor | | | | |