The Greater Manchester Bright Futures SCITT
Train Teach Transform

Lesson Observation Form 01

Trainee:	Date:
School:	Number in group:
Class/year group:	Observer:
Lesson topic:	Observation Focus:

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 ☐	▪ Lesson begins in a very calm way giving all pupils opportunity to begin the Do It Now task which is designed to build on previous work. Pupils are able to choose the level of difficulty for the task and most challenge themselves with n=0.5 or n=-5. ▪ You deal with the late arrivals in a calm way which ensures that pupils can continue to work without disruption. ▪ There is a very calm and purposeful atmosphere in the room. During the teacher led discussion all are attentive and on task. ▪ After a short time they started to go a little off task as they are slowed down by the number (-6/4) rather than the methods. ▪ Most are following the methods even if they are a little unsure still of the reasoning behind it. You were able to bring the class back to focus and you make use of the school policy (C1..C2..)
Standards prompts (tick *strengths* – use standards as prompts for targets)	**Teaching & assessment for pupil progress & subject knowledge**
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 ☐ 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 ☐	▪ You fire out questions quickly and need to develop how you respond. For example, a girl gave the answer 7 – n and you responded by saying yes, 7 – n or 7 – 3 (which was the answer you wanted). Probe her answer more deeply. ▪ You try to involve most pupils in Q & A – there is an opportunity to probe their thinking more – how can you ensure they haven't just guessed? ▪ During questions like x+3=7 - Pupils are working with purpose and are setting out the work in a clear and mathematical way. The more able will not be stretched by this work – but the majority of the group are demonstrating a good understanding. Consider how you can build on the very good atmosphere in the room to accelerate their progress and get them caught up on their flight path ▪ Whole class teaching is then used to ensure all pupils have clear examples in their books ▪ You dealt well with the slight misconceptions (eg move the 8 first) but with more experience you will develop better methods to teach this. For example, could they guess or give you the answer without working out? ▪ By moving around the room and gently correcting (or using the other staff in the room) you ensured pupils were producing work in the way you wanted. ▪ Data suggests that most pupils have made progress from their entry point at the start of Y9. Although this data suggests that they made slow progress in Y7/8 the teacher is adding value to the pupils. ▪ Evidence in pupil books that they are acting on feedback – there is the possibility to develop this (they needed more than one minute) but they were used to this and able to demonstrate progress. How do you check they have done this? (Moving around and when marking)

Commented [kh1]: Comment includes an impact. Not just a description of what is happening.

Commented [kh2]: Questions in observations can be used to prompt further discussion

Commented [kh3]: Where possible, comments on data & progress are invaluable

Commented [kh4]: Check through books/work/planners during observations to gauge assessment

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	▪ Pupils need to see answers to their work in a more formal way. Ensure the self-assessment is a clear part of the lesson.
Standards prompts (tick *strengths* – use standards as prompts for targets)	Planning for learning, progress & professionalism
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 ☐ 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 ☐	▪ There was a clear structure to the lesson and it introduced clear mathematical language (inverse) which you and pupils used throughout setting clear expectations and good subject knowledge. ▪ The work built up in quite an effective way. Although the first examples were very straightforward they stressed the language and techniques and then allowed you to demonstrate good methods for the work. ▪ The questions gave all pupils the opportunity to demonstrate their understanding although they were then challenged by the numbers (eg 6/-4) rather than the method.
Evaluation of pupil progress (compulsory)	
▪ Evidence of progress over time whilst teaching this group across year 9. Most are below target but have made progress in this year; hampered by a lack of progress in year 7(?) ▪ In book there is evidence of pupils completing follow up task (feedback tasks) to develop understanding ▪ Pupils were able to answer their questions using the techniques required and many were making good progress.	
Standards (added by trainee/mentor)	Progress on previous targets
Standards (added by trainee/mentor)	Key strengths of lesson (at least three)
	▪ For most of the lesson there was a calm and purposeful atmosphere in the class enabling pupils to attempt the work ▪ You insisted on high level of mathematical language throughout the lessons such as 'inverse' ▪ Clear structure to the learning building on prior knowledge at each stage
Standards (added by trainee/mentor)	Targets arising from the lesson (at least one, no more than three)
	▪ Plan your questions to allow pupils to make stepped progress so the tasks are well differentiated ▪ Consider how to better use praise as a behaviour management technique during the changes in phase when they go off task ▪ Ensure you use time to effectively allow pupils to assess their own progress
Quality assurance joint observation: SCITT tutor ☐ Professional mentor ☐ Subject/class mentor ☐	

Commented [kh5]: Every observation must include a comment on progress

Commented [kh6]: Could be improved by using more specific language from the standards