

Lesson Observation Form 02

Trainee:		Date:	
School:		Number in group:	
Class/year group:		Observer:	
Lesson topic:		Observation Focus:	
Standards prompts (tick <i>strengths</i> – use standards as prompts for targets)		Behaviour for learning & classroom management	
<p>7a) Establish clear rules and routines, use school behaviour policy, ensure smooth transitions <input checked="" type="checkbox"/></p> <p>7b) Establish a framework for discipline; adopt a range of strategies fairly, promote very good behaviour <input checked="" type="checkbox"/></p> <p>7c) Manage class effectively, using approaches which involve and motivate pupils <input checked="" type="checkbox"/></p> <p>7d) Maintain good relationship with pupils, exercise authority, and act decisively when necessary, ensure pupil safety <input checked="" type="checkbox"/></p> <p>1a) Establish and maintain a safe & stimulating environment <input checked="" type="checkbox"/></p> <p>1b) Set LOs/SC/targets that challenge all pupils <input type="checkbox"/></p> <p>1c) Promote positive values & behaviour expected of pupils <input type="checkbox"/></p>		<ul style="list-style-type: none"> ▪ You meet pupils at the door and have prepared a starter activity which all pupils begin in silence. There is a positive atmosphere in the room. ▪ Throughout the lesson behaviour has been very good – you have developed a secure learning environment for the pupils and they are comfortable working on mini-whiteboards when meeting new concepts 	
Standards prompts (tick <i>strengths</i> – use standards as prompts for targets)		Teaching & assessment for pupil progress & subject knowledge	
<p>3a) Demonstrate secure subject knowledge, foster pupil interest; show enthusiasm for teaching <input type="checkbox"/></p> <p>3b) Demonstrate critical understanding of developments in the curriculum, promote the value of scholarship <input checked="" type="checkbox"/></p> <p>3c) Promote high standards in literacy, numeracy, articulacy and standard English <input type="checkbox"/></p> <p>3d) In early reading demonstrate a clear understanding of systematic synthetic phonics <input type="checkbox"/></p> <p>3e) In early maths demonstrate a clear understanding of appropriate teaching strategies <input type="checkbox"/></p> <p>4a) Impart knowledge and develop understanding through effective use of lesson time (pace & timing) <input type="checkbox"/></p> <p>4b) Promote love of learning & curiosity <input type="checkbox"/></p> <p>4c) Set homework; plan out-of-class activities. <input type="checkbox"/></p> <p>4d) Reflect on the effectiveness of lessons and approaches to teaching (evaluation and reflection) <input type="checkbox"/></p> <p>4e) Contribute to the design and provision of an engaging curriculum, planned lessons are interesting & challenging <input type="checkbox"/></p> <p>5a) Differentiate appropriately, use a range of teaching styles & approaches. <input type="checkbox"/></p> <p>5b) Account for factors which inhibit learning <input type="checkbox"/></p> <p>5c) Adapt teaching to support pupils' education at different stages of development <input type="checkbox"/></p> <p>5d) Differentiate, cater for the needs of all pupils (SEN; HA; EAL; PP, disabilities) <input checked="" type="checkbox"/></p>		<ul style="list-style-type: none"> ▪ Some think they have an answer and are now waiting. You then give the students 30 seconds to work in pairs and the pupils are all discussing the work as requested ▪ As you discussed the answers you clarified student answers, just keep in mind double checking they really understand – it was effective when you used the animation ▪ Pupils read out success criteria which focused on subject language and subject communication. ▪ Use of whiteboards after your first example allowed you to assess the class to see who was able to answer the first question. You then used it to target a pupil you knew had the correct answer which meant you could use him to explain the work to the rest of the group. This was very effective and productive use of assessment. ▪ Just build on this with more “pose, pause, pounce, bounce” strategies to get all students involved. ▪ You are doing a lot of explaining, which is fine, but would benefit from quick assessment checks. Use questioning to promote learning (for example, why do we want x to be positive?) Perhaps pick pupils randomly to check they understand the steps – you are relying on one particular pupil for a lot of answers ▪ Your second example ($5x - 4 = 12 - 3x$) is much more challenging and depends on pupils having a good understanding. Your explanations are correct, but you must ensure they understand. Why are we adding $3x$ to both sides? ▪ Worksheet activity: time target set and expectations set which is pleasing. Differentiated by “confidence” and content so pupil could miss out earlier, easier questions if they wished. ▪ However, make the most able struggle – you went through an example (brackets) with everyone, but it was for the more able. Perhaps give them less structure and see what they do. The other suggestions we discussed were $2x + 3 = 2x + 5$ (no solutions) and $4x - 2 = 8x - 4$ (infinite solutions). ▪ As pupils work through the exercise the most able are making quite comfortable progress and could now be stretched further, but some students are not sure since you took a method-based approach to the learning and not understanding-based 	

Standards prompts (tick <i>strengths</i> – use standards as prompts for targets)	Planning for learning, progress & professionalism
<p>2a) Be accountable for pupils' attainment, progress and outcomes <input type="checkbox"/></p> <p>2b) Plan teaching to build on pupils' capabilities and prior knowledge <input checked="" type="checkbox"/></p> <p>2c) Guide pupils to reflect on the progress they have made and their emerging needs <input type="checkbox"/></p> <p>2d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching (forms of differentiation) <input checked="" type="checkbox"/></p> <p>2e) Encourage a responsible and conscientious attitude <input checked="" type="checkbox"/></p> <p>6a) Assess subject concepts/areas <input checked="" type="checkbox"/></p> <p>6b) Use formative & summative assessment <input checked="" type="checkbox"/></p> <p>6c) Use data to monitor <i>progress</i>, set target & plan teaching <input type="checkbox"/></p> <p>6d) Provide <i>prompt</i> written/oral feedback <input type="checkbox"/></p> <p>8a) Make a positive contribution to the wider life of the school <input type="checkbox"/></p> <p>8b) Develop effective prof relationships with colleagues <input type="checkbox"/></p> <p>8c) Deploy support staff effectively <input type="checkbox"/></p> <p>8d) Take increasing responsibility for personal professional development, willing to accept support, advice and feedback <input type="checkbox"/></p> <p>8e) Communicate effectively with pupils, colleagues, parents & carers in regard to achievement and well-being <input type="checkbox"/></p>	<ul style="list-style-type: none"> ▪ There is a clear structure in your written plan which highlights differentiation, especially for the most able. ▪ You begin the lesson by recapping previous work which allows you to put the progress of the work in context. Do you need to explain the methods or would it be better if a pupil gave you answers to your two examples? ▪ The activity has been structured to build on pupils' prior knowledge and the pupils are supported by your explanations. ▪ You had particular pupils in mind who should be attempting the more challenging questions, so you had been thinking about the needs of pupils. ▪ You move around the class well to check progress and understanding ▪ End of written task and did a quick peer assessment check. Following on from a pupil question you made good use of that pupil to check his understanding and you were patient. You guided him well and he was able to answer the question. ▪ Plan in advance the questions you will ask or the pupils you want to target. ▪ Activity 2 (which became plenary question) – Q1 was based on previous work and Q2 probably did not stretch the most able. Did you need to write the working on the board? At what point to we have too much scaffolding?
Evaluation of pupil progress (compulsory)	
<ul style="list-style-type: none"> ▪ At assessment check the vast majority of pupils had got everything right. As they had been able to start at different points they demonstrated good progress with the task – now need to reflect on whether they were choosing the questions to best challenge themselves. ▪ Improve progress further by making much more use of the pupils in the lesson – question them or get them to explain! ▪ The most able need to be challenged further – make sure you direct them to the right tasks 	
Standards (added by trainee/mentor)	Progress on previous targets
Standards (added by trainee/mentor)	Key strengths of lesson (at least three)
	<ul style="list-style-type: none"> ▪ Excellent atmosphere in the classroom – behaviour for learning was good ▪ The tasks were planned well to support the different ability levels of the class ▪ Lesson was structured clearly to build on previous work, as part of a series of lessons with a clear goal ▪ You moved around the room very well checking progress & understanding ▪ Good explanations of the method used to solve these problems
Standards (added by trainee/mentor)	Targets arising from the lesson (at least one, no more than three)
	<ul style="list-style-type: none"> ▪ Make more use of the pupils during your explanations – don't do all the work ▪ Use more think-pair-share type activities to generate discussion and keep all involved ▪ Try not to rely on certain pupils for your answers – often the lower ability pupils can 'hide' when this happens.
Quality assurance joint observation: SCITT tutor <input type="checkbox"/> Professional mentor <input type="checkbox"/> Subject/class mentor <input type="checkbox"/>	