

Lesson Observation Form 03

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 type="checkbox"/></p> <p>7b) Establish a framework for discipline; adopt a range of strategies fairly, promote very good behaviour <input type="checkbox"/></p> <p>7c) Manage class effectively, using approaches which involve and motivate pupils <input 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</p> <p>1c) Promote positive values & behaviour expected of pupils <input type="checkbox"/></p>		<ul style="list-style-type: none"> ▪ Good to see you getting children to turn their chairs as a way of getting attention. You reinforced this again when needed (7a) ▪ You are warm and approachable with the children. Your approach is based on positive reinforcement and this is great. Be willing to show disappointment in your voice at times if they don't stop for you well enough. (7d) ▪ Use you points as a motivator as per school policy – try to award for effort as well as speed as slow learners may get demotivated if they have the skills but aren't as fast. A great strategy for collaborative efforts though. (7b, 1c) ▪ There was a safe productive buzz around the classroom today. The children were working well and you were making sure all felt secure. (1a) ▪ J worked well for you today. You drew him in when possible and were encouraging him. He responded to this today and worked well within the lesson. Well done. (7d)
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 type="checkbox"/></p> <p>3c) Promote high standards in literacy, numeracy, articulation 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 checked="" type="checkbox"/></p> <p>5d) Differentiate, cater for the needs of all pupils (SEN; HA; EAL; PP, disabilities) <input checked="" type="checkbox"/></p> <p>6a) Assess subject concepts/areas <input type="checkbox"/></p> <p>6b) Use formative & summative assessment <input type="checkbox"/></p> <p>6c) Use data to monitor progress, set target & plan teaching <input type="checkbox"/></p> <p>6d) Provide prompt written/oral feedback <input type="checkbox"/></p>		<ul style="list-style-type: none"> ▪ "5 over 10" as a fraction. Can you be reinforcing the correct mathematical vocabulary as often as possible? "five tenths" "one half" ▪ You were picking up on key areas of difficulty from last lesson. This was clearly demonstrated through your prepared ppt. Great to be very explicit about these (3e) ▪ Take care you aren't 'telling' pupil too much at times, get them to question their learning. ▪ Great to see that you have planned to write the WALT in books of SEN children as a method of supporting them getting on to intended work in a quicker way. Very useful. (5b) ▪ You have differentiated tasks and WILF criteria for different groups. This was clearly signposted for all. (5d) ▪ You were assessing constantly during the mini-whiteboard activity. This is great to see. You gave value to all children's' efforts. (6d) ▪ I can see from the books that you are marking work and giving some question/challenges for children to consider. (6c) ▪ Good to see you giving time to look at previous work and respond to marking/errors at the beginning of lessons. (6d) ▪ Mini-plenary after first activity – reviewing what you have learnt so far. They were confused when you said "1.1 is bigger than 10.1" sometimes a slip like this can be used as an interesting learning point but try to read the room to spot any confusion. ▪ Regular use of teach followed by an opportunity to apply on mini-whiteboards was a lovely way to constantly assess understanding of the ideas that you were sharing with the children. (6d)

Commented [kh1]: Practical advice – be aware that this must be matched to trainees 'personality'. Perhaps better written as a question/discussion point?

Commented [kh2]: The observation is written positively. Better use of impact statements (the "so what...") would improve it

Commented [kh3]: This observation has included a quick book check

Commented [kh4]: This is an example of a statement that probably made sense at the time, but needs unpicking for clarity

Standards prompts (tick <i>strengths</i> – use standards as prompts for targets)	Planning for learning, progress & professionalism
2a) Be accountable for pupils' attainment, progress and outcomes <input type="checkbox"/> 2b) Plan teaching to build on pupils' capabilities and prior knowledge <input checked="" type="checkbox"/> 2c) Guide pupils to reflect on the progress they have made and their emerging needs <input type="checkbox"/> 2d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching (forms of differentiation) <input type="checkbox"/> 2e) Encourage a responsible and conscientious attitude <input type="checkbox"/> 8a) Make a positive contribution to the wider life of the school <input type="checkbox"/> 8b) Develop effective prof relationships with colleagues <input type="checkbox"/> 8c) Deploy support staff effectively <input type="checkbox"/> 8d) Take increasing responsibility for personal professional development, willing to accept support, advice and feedback <input type="checkbox"/> 8e) Communicate effectively with pupils, colleagues, parents & carers in regard to achievement and well-being <input type="checkbox"/>	<ul style="list-style-type: none"> ▪ You are reinforcing the knowledge of tenths within the mental and oral starter. The pupils enjoyed this (2b) your planning built from this so that you were considering the different groups ▪ There are a significant number of adults in the room. Can they be helping you assess during starters and main input? They will support you in your assessment knowledge (8c) ▪ With the 2 digit numbers make sure you give a mix of 1dp and 2dp to let them apply this as this was your key point ▪ If the children had done well with the ordering task yesterday and had achieved success, could they have had the option to move on to the other tasks which may have challenged them more, rather than more of the same ▪
Evaluation of pupil progress (compulsory)	
<ul style="list-style-type: none"> ▪ All pupils were secure in ordering decimal numbers to 1dp and many were able to order numbers to 2dp. ▪ Some needed support with strategies to do this accurately. 	
Standards (added by trainee/mentor)	Progress on previous targets
	<ul style="list-style-type: none"> ▪
Standards (added by trainee/mentor)	Key strengths of lesson (at least three)
	<ul style="list-style-type: none"> ▪ You enthused your pupils and gave them a safe and secure environment ▪ There was evidence you were accommodating differences between pupil in your planning ▪ You used a range of methods to give pupils regular feedback
Standards (added by trainee/mentor)	Targets arising from the lesson (at least one, no more than three)
	<ul style="list-style-type: none"> ▪ Use previous assessment information to consider your planning in order to deal with misconceptions ▪ Continue to plan the content and intended outcomes for your groups so your input has a positive impact upon learning progress.
Quality assurance joint observation: SCITT tutor <input type="checkbox"/> Professional mentor <input type="checkbox"/> Subject/class mentor <input type="checkbox"/>	

Commented [kh5]: Take every opportunity to highlight moments when trainee work with (or could work with) support staff

Commented [kh6]: Directly from the standards