

LESSON OBSERVATION FORM

Trainee:	Date:
School:	Number in group:
Class/year group:	Observer:
Lesson topic:	File checked <input type="checkbox"/>
Standards prompts (tick <i>strengths</i> – use standards as prompts for targets)	Progress and outcomes: comment and evaluate (compulsory)
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 checked="" 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 checked="" type="checkbox"/>	<ul style="list-style-type: none"> ▪ The lesson has a clear structure which successfully builds on prior knowledge and the previous lesson. Clearly part of a medium-term plan. ▪ Pupil books demonstrate progress and learning over time. ▪ Pupil data demonstrates that most pupils are making progress and that this is across all groups ▪ Success criteria were explained clearly which allowed most pupil to demonstrate their learning during the lesson
Standards prompts (tick <i>strengths</i> – use standards as prompts for targets)	Differentiation & assessment
5a) Differentiate appropriately, use a range of teaching styles & approaches. <input type="checkbox"/> 5b) Account for factors which inhibit learning <input checked="" type="checkbox"/> 5c) Adapt teaching to support pupils' education at different stages of development <input type="checkbox"/> 5d) Differentiate, cater for the needs of all pupils (SEN; HA; EAL; PP, disabilities) <input type="checkbox"/> 6a) Assess subject concepts/areas <input checked="" type="checkbox"/> 6b) Use formative & summative assessment <input type="checkbox"/> 6c) Use data to monitor progress, set target & plan teaching <input type="checkbox"/> 6d) Provide prompt written/oral feedback <input type="checkbox"/>	<ul style="list-style-type: none"> ▪ The success criteria allow for clear differentiation and for pupils to set their own targets. ▪ You try to involve most pupils in the Q&A – there is an opportunity to probe their thinking more – how can you ensure they haven't just guessed? ▪ 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. (Read Lemov: "Right is right") ▪ Evidence in pupil books that they are acting on feedback ▪ The more able will not be stretched by this work – but the majority of the group are demonstrating a good understanding
Standards prompts (tick <i>strengths</i> – use standards as prompts for targets)	Behaviour for learning & classroom management
7a) Establish clear rules and routines, use school behaviour policy, ensure smooth transitions <input checked="" type="checkbox"/> 7b) Establish a framework for discipline; adopt a range of strategies fairly, promote very good behaviour <input checked="" type="checkbox"/> 7c) Manage class effectively, using approaches which involve and motivate pupils <input type="checkbox"/> 7d) Maintain good relationship with pupils, exercise authority, and act decisively when necessary, ensure pupil safety <input type="checkbox"/> 1a) Establish and maintain a safe & stimulating environment <input checked="" type="checkbox"/> 1b) Set LOs/SC/targets that challenge all pupils <input checked="" type="checkbox"/> 1c) Promote positive values & behaviour expected of pupils <input type="checkbox"/>	<ul style="list-style-type: none"> ▪ 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. ▪ 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.

Standards prompts (tick <i>strengths</i> – use standards as prompts for targets)	Subject knowledge & planning
<p>3a) Demonstrate secure subject knowledge, foster pupil interest; show enthusiasm for teaching <input checked="" 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 checked="" 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 checked="" type="checkbox"/></p>	<p>▪ <i>You dealt well with the slight misconceptions (eg move the 3 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?</i></p> <p>▪ <i>When planning consider how the most able may demonstrate their understanding and consider how they can be stretched further – they are the only group not making lots of progress – your extension task should aim to ‘disrupt’ their thinking: for example, what would the solution to $x - p = 7$ be?</i></p> <p>▪ <i>Your planning worked well in terms of lesson time – pupil were active and engaged because of your effective use of time.</i></p> <p>▪ <i>Planning demonstrated that this was part of a series of lessons in the curriculum.</i></p>

Standards prompts (tick <i>strengths</i> – use standards as prompts for targets)	Professionalism
<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>	<p>▪ <i>Evidence of acting on feedback from previous lesson</i></p>

Key strengths of lesson (at least three) for use with professional development record

Strength	Standard
<i>Calm and purposeful atmosphere in the class for pupils to attempt the work</i>	7a
<i>You insisted on high level of mathematical language throughout the lessons such as ‘inverse’</i>	3a
<i>Clear structure to the learning building on prior knowledge at each stage</i>	4a

Review of previous targets

Target	Std.	Review of success criteria
<i>Promote good behaviour and a calm environment</i>	7a	<i>Used a ‘do it now’ task successfully</i>
<i>Ensure planning allows you to make effective use of lesson time</i>	4a	<i>Planned different lesson phases and followed them as necessary</i>
<i>Use a range of approaches as appropriate (most able)</i>	5a	<i>Most able task did not effectively stretch</i>

Short term targets arising from the lesson

Target	Std.	Success criteria & actions
<i>Use a range of learning approaches as appropriate</i>	5a	<i>Plan questions to stretch the most able and target them to individual pupils</i>
<i>Consider how to better use formative assessment to challenge and assess</i>	6b	<i>As above – respond to pupil answers to support/stretch as necessary</i>
<i>Develop literacy throughout your lesson</i>	3c	<i>Use key words chart throughout the lesson</i>

Quality assurance joint observation: SCITT tutor Professional mentor Subject/class mentor

