

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"/>	<i>All pupils were secure in ordering decimal numbers to 1 dp and many were able to order numbers to 2 dp. Some needed support with strategies to do this accurately. You are reinforcing the knowledge of tenths within the mental and oral starter. The pupils enjoyed this (52b) and you planning built from this so that you were considering the different groups</i>
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"/>	<i>Great to see that you had planned to write the WALT in books of SEND children as a method of supporting them getting on to intended work in a quicker way. Very useful. You have differentiated tasks and WILF criteria for different groups. This was clearly signposted for all. You were assessing constantly during the mini-whiteboard activity. This is great to see. You have value to all children's efforts Good to see you giving time to look at previous work and respond to marking/errors at the beginning of the lesson. I can see from the books you are making work and giving some questions for children to consider</i>
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"/>	<i>Good to see you getting children to turn their chairs as a way of getting attention. You reinforced this again when needed. 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 Use your points as a motivator as per school policy. try to reward as well as speed as slow learners may get demotivated if not. Safe & productive buzz around the classroom today. The children were working well and you made all feel secure</i>

Standards prompts (tick <i>strengths</i> – use standards as prompts for targets)	Subject knowledge & planning
3a) Demonstrate secure subject knowledge, foster pupil interest; show enthusiasm for teaching <input checked="" type="checkbox"/> 3b) Demonstrate critical understanding of developments in the curriculum, promote the value of scholarship <input type="checkbox"/> 3c) Promote high standards in literacy, numeracy, articulation and standard English <input type="checkbox"/> 3d) In early reading demonstrate a clear understanding of systematic synthetic phonics <input type="checkbox"/> 3e) In early maths demonstrate a clear understanding of appropriate teaching strategies <input type="checkbox"/> 4a) Impart knowledge and develop understanding through effective use of lesson time (pace & timing) <input checked="" type="checkbox"/> 4b) Promote love of learning & curiosity <input type="checkbox"/> 4c) Set homework; plan out-of-class activities. <input type="checkbox"/> 4d) Reflect on the effectiveness of lessons and approaches to teaching (evaluation and reflection) <input type="checkbox"/> 4e) Contribute to the design and provision of an engaging curriculum, planned lessons are interesting & challenging <input checked="" type="checkbox"/>	<p><i>1 5 over 10 as a fraction. Can you be reinforcing the correct mathematical vocabulary as often as possible? Use FIVE TENTHS or ONE HALF</i></p> <p><i>1 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.</i></p> <p><i>1 Take care you aren't; telling pupils too much at times, get them to question their learning</i></p> <p><i>1 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</i></p> <p><i>1 Sometimes a slip like this can be used as an interesting learning point but try to read the room to spot any confusion</i></p>

Standards prompts (tick <i>strengths</i> – use standards as prompts for targets)	Professionalism
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"/>	<p><i>1 Effective note put into pupil planner as per school policy.</i></p>

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

Strength	Standard
<p><i>You enthused pupils and gave them a safe a secure environment for learning</i></p> <p><i>There was evidence you were accommodating difference between pupil in your planning</i></p> <p><i>You used a range of methods to give pupils regular feedback</i></p>	<p><i>1a</i></p> <p><i>5a</i></p> <p><i>6b</i></p>

Review of previous targets

Target	Std.	Review of success criteria

Short term targets arising from the lesson

Target	Std.	Success criteria & actions
<p><i>Ensure planning builds on pupil prior knowledge</i></p> <p><i>Ensure your lesson allows all learners to make progress by applying new knowledge</i></p>	<p><i>2b</i></p>	<p><i>Use previous assessment information to consider your planning in order to deal with misconceptions</i></p> <p><i>Plan the content and intended outcomes for your groups so your input has a positive impact</i></p>

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