

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"/>	<p>- You enabled all students to complete the article for the newsletter. Most students understood & used the language features you mentioned in the preparation activity</p>
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 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 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"/>	<p>- Your questioning about language features was too abstract for them. Think about how you could use your resources to guide students to look at these.</p> <p>- You used peer assessment at the end to give students feedback on their work. This about how you can guide students on what to feedback.</p> <p>- It would also have been good to show the criteria before students started the task</p>
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 checked="" 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"/>	<p>- You greeted students at the door and have clearly established routines for the starter. You challenge the more able with extension questions but did not then refer to these at the end of the starter</p>

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, articulacy and standard English <input checked="" 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 checked="" type="checkbox"/> 4e) Contribute to the design and provision of an engaging curriculum, planned lessons are interesting & challenging <input checked="" type="checkbox"/>	<p>- Students then planned + wrote a newsletter. You worked well with individuals, but one person had arrived late and needed your support to settle.</p> <p>- Your plan was detailed + included tasks for differentiation, although you needed to support this more in the actual lesson.</p> <p>- Your subject knowledge is evident,</p> <p>-</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 checked="" 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>- You reflected well on your areas for development. Don't lose sight of everything that went well, though.</p>

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

Strength	Standard
<p>- Planning for differentiation</p> <p>- Good resources</p> <p>- Classroom explanations are clear & you remind students of them</p>	

Review of previous targets

Target	Std.	Review of success criteria
N/A		

Short term targets arising from the lesson

Target	Std.	Success criteria & actions
<p>- Effective questioning using resources as a starting point</p> <p>- Establish procedures for latecomers</p>	-	-