

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>- The responses to your marking demonstrate progress</i> <i>- Pupils has an obvious and more developed understanding of the poem by the end of the lesson</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 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"/>	<i>- Marking in books was evident and in line with policy, detailed and students had responded to your corrections</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 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"/>	<i>- The environment you create in the classroom through you use of body language and tone is positive and calming. However, when you felt it was needed, you adopter a polite yet firm tone and students responded well to this</i> <i>- Starter activity – how could you make it pany of the learning? Perhaps while students were feeding back, collate on the white board (or ask student – target perhaps someone lesson engaged)</i> <i>Then during your analysis incorporate the contextual ideas gathered in to your annotations. This would nicely link the starter and main activity as well as keeping the learning objective relevant throughout</i>

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, articulacy and standard English <input checked="" 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 checked="" 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>- Lesson was well planned, however timing seemed to be an issue. Don't feel you need to make students write down LOs – as long as they are aware of them. It was 20 min in before the starter was developed. In a top set, pace is essential,</p> <p>- Use of modelling was good. One student suggested that in the "flood" section you could use "deep wounds" – you shortened to "wounds" don't be afraid to stretch them</p> <p>-</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 checked="" 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>	-

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

Strength	Standard
<ul style="list-style-type: none"> - Feedback and student responses in books + verbally - Subject knowledge + engagement of students - Atmosphere was calm, controlled and ideal for learning 	Cf 3a 1a

Review of previous targets

Target	Std.	Review of success criteria
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Short term targets arising from the lesson

Target	Std.	Success criteria & actions
<ul style="list-style-type: none"> - Addressing ow level disruption - Pace + timing of the lesson 	7b 4a	