**Lesson Observation Form**

**Weekly lesson observation of trainee by Teacher Tutor or School-based Mentor**

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| Trainee: |  | Date: |  |
| Observer: |  |
| Year Group: |  | No of chn: |  |
| Subject: |  |
| Learning Objective: |  |

It is not expected that any single lesson will contain every feature in the checklist, but it is expected that all children will make progress in their learning during the lesson.

**Teachers’ Standard focus for this observation:**

(chosen from weekly targets or a previous observation)

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**Trainee Evaluation**

Trainees must complete a self-evaluation after each lesson on their **CVPA lesson planning form**.

This should be placed in the trainee’s Professional Development File.

It may be uploaded and used as evidence on e-portfolio (TS8).

**General features:**

**Comments**

In the introduction, the teacher:

* gives a clear start to the lesson
* clearly explains what the children will learn using a child-friendly learning objective
* makes links to previous learning or work in other subjects and extends

the learning

* maintains a brisk pace
* provides a variety of short oral and/or mental activities
* asks a range of open and closed questions
* uses a range of visual stimuli to engage the children
* targets individuals, pairs or small groups with differentiated

questions

* uses children’s responses to make informal assessments and provides

frequent feedback

* avoids running over time and moves the children smoothly into the

next part of the lesson.

In the main activity working with the whole class, the teacher:

* makes use of well-judged and imaginative teaching strategies which

match individual needs accurately

* demonstrates excellent subject knowledge
* involves the children through carefully planned and differentiated questioning
* breaks the learning content into small steps to support children’s working memory
* provides speaking and listening opportunities (paired talk,

hot-seating, group discussion etc)

* provides a good balance of activities (VAK)
* uses mini plenaries/learning stops to anticipate, quickly identify and correct

 any misunderstandings or forgotten ideas

* clearly explains what work they will do
* reinforces the learning objective and makes the success criteria clear to the children
* maintains pace and gives children a deadline and/or time warnings

before the plenary

When working with groups/pairs, the teacher:

* uses differentiation appropriately to ensure that all children are stretched and challenged
* settles the groups/pairs to their tasks quickly
* sits and teaches intensively with one or two groups/pairs
* maintains all children’s motivation and makes sure they are on task,

keeping up the pace of the lesson

* provides appropriate resources for those working independently/with a TA
* encourages discussion/cooperation in paired work
* ensures that children do not have to wait long for help

In the plenary, the teacher:

* makes sure there is sufficient time for the plenary
* addresses any misconceptions/difficulties arising from the main activity
* draws together the main points of what has been learned, including what

 needs to be remembered

* reviews or extends the learning of all ability groups further through a game,

problem, discussion of a child/group’s work etc

* provides an opportunity for self or peer assessment with reference to

the success criteria

* indicates why the learning is important or where the work is leading, including

setting homework where appropriate

* brings the lesson to a close, reflecting on what has been achieved and

celebrating successes

General features of the lesson

* excellent use is made of all the time available
* the classroom is a positive and purposeful learning environment
* the school rewards and consequences are used very effectively to praise the

children and manage their behaviour

* appropriate and varied use of volume level in the classroom (teacher and children)
* appropriate resources/vocabulary have been prepared for use in the lesson
* children’s attitudes and enthusiasm are positive and participation levels are high
* TAs are aware of their role and are actively involved in supporting children

during all parts of the lesson, using a range of appropriate resources

* teaching promotes resilience, independence and confidence which is

evident in the children

* teacher intervention has a notable impact on learning

in non-core subjects, opportunities to develop and use maths and literacy skills

are evident

* there is evidence of regular and constructive, high quality marking

**Observation links to Teachers’ Standards:**

**Key strengths:** (Emerging = EMG; Establishing = EST; Embedding = EMB; Enhancing = ENH)

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| --- | --- | --- |
| Teachers’ Standard (eg TS2a) | Comments | Level |
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|  |  |  |
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**Areas for development:**

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| --- | --- |
| Teachers’ Standard (eg TS2a) | Comments |
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**Good progress has been made in the lesson by:**

* More able children
* Average ability children
* Lower ability/SEN/PP children

**Learning objective has been achieved by:**

* All children
* Most children (Who?)
* Some children (Who?)

**Pupil progress over time has been made** (following discussion with the Teacher Tutor) **by:**

* All children
* Most children (Who?)
* Some children (Who?)

**Feedback on subject knowledge and delivery**

**Where in the lesson could the children or groups of children have made more progress?**

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| **Teachers’ Standards – please highlight those evidenced in the lesson observation** |
| **PART 1 - TEACHING** |
| **1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS** |
| 1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect |
| 1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions |
| 1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils |
| **2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS** |
| 2(a) be accountable for pupils’ attainment, progress and outcomes |
| 2(b) be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these |
| 2(c) guide pupils to reflect on the progress they have made and their emerging needs |
| 2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching |
| 2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study |
| **3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE** |
| 3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings |
| 3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship |
| 3(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject |
| 3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics |
| 3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies |
| **4. PLAN AND TEACH WELL STRUCTURED LESSONS** |
| 4(a) impart knowledge and develop understanding through effective use of lesson time |
| 4(b) promote a love of learning and children’s intellectual curiosity |
| 4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired |
| 4(d) reflect systematically on the effectiveness of lessons and approaches to teaching |
| 4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |
| **5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS** |
| 5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively |
| 5(b) have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these |
| 5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development |
| 5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |
| **6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT** |
| 6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements |
| 6(b) make use of formative and summative assessment to secure pupils’ progress |
| 6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons |
| 6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback |
| **7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT** |
| 7(a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy |
| 7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly |
| 7(c) manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them |
| 7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary |
| **8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES** |
| 8(a) make a positive contribution to the wider life and ethos of the school |
| 8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support |
| 8(c) deploy support staff effectively |
| 8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues |
| 8(e) communicate effectively with parents with regard to pupils’ achievements and well-being |
| **PART 2: PERSONAL & PROFESSIONAL CONDUCT** |
| **Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school** |
|  (a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position |
|  (b) having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions |
|  (c) showing tolerance of and respect for the rights of others |
|  (d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs |
|  (e) ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law |
| **Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality** |
| **Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** |