2023-24 **Weekly** Lesson Observation Feedback Form

| **Trainee name:** |  | **Date of observation:** |  |
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| **School name:** |  | **Lesson:** |  |
| **Name of observer:** |  | **Subject:** |  |
| **Observation focus** (with reference to trainee targets):  |

| Please refer to the **Core Content Framework** as it applies to **the teaching of the trainee’s specialist subject** as you write your questions / comments to inform feedback and reflection. |
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|  **1. High Expectations**  | * Use of intentional and consistent language to promote challenge;
* Setting of clear expectations;
* Creating a safe & positive environment;
* Culture of mutual respect and trust through modelling;
* Use of school sanctions and rewards.
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| **2. How Pupils Learn** | * Assessment of prior knowledge;
* New information introduced does not overload working memory;
* Addressing misconceptions;
* 0pportunities for retrieval and practice.
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| **3. Subject and Curriculum** | * Clarity of delivery of concepts and knowledge;
* Use of analogies, illustrations, examples, explanations and/or demonstration;
* Curriculum intent is clear;
* Vocabulary is explicitly taught;
* Opportunities for reading/writing and spoken language.
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| **4. Classroom Practice**  | * Effective scaffolding;
* Introducing new material in steps;
* Removal of scaffolds;
* Modelling of content and skills;
* Use of pair and group activities to develop talk;
* Use of a variety of questioning strategies to elicit responses;
* Quality homework.
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| **5. Adaptive Teaching** | * Using a variety of different resources to support different levels of need;
* Reframing questions to stretch and support;
* Working with TAs effectively to support students;
* Adapting seating plans or moving students to enable peer support.
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| **6. Assessment**  | * Planning and delivery of formative assessment tasks;
* Use of questioning to identify knowledge gaps and misconceptions;
* Monitoring of student answers and work;
* Allowing time for students to respond to feedback.
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| **7. Managing Behaviour**  | * Giving manageable, specific and sequential instructions;
* Use of early interventions to manage behaviour;
* Explicit use of routines in line with the school ethos and behaviour policies;
* Responding consistently to student behaviour.
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| **8. Professional Behaviours**  | * Responding to feedback from expert colleagues;
* Working effectively with TAs and other supporting adults before, during and after the lesson;
* Awareness and fulfilment of safeguarding routines (e.g. registers), procedures and behaviours.
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| **Descriptive account of the lesson** | **Questions to inform feedback conversations and/or trainee reflection**) |
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| **Summary of the strengths of the teaching evidenced in this lesson:** (Please make explicit links to the Core Content Framework – see above)**:**  |
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| **Summary/key points to inform the trainee’s continued development as a teacher.** (Please make explicit links to the Core Content Framework – see above). Please also ensure there is some subject specific comment. : |
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| **Subject Specific:** | **General Teaching & Learning:** |

| **Trainee reflection on observer’s feedback:**Please link your reflections on your strengths and areas to develop explicitly to the Core Content Framework where appropriate. You should also use this reflection to prepare for your weekly mentor meeting.  |
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*Remember to upload this lesson observation to your PebblePad portfolio* ***each week****.*