

M: Weekly Lesson Observation Form

Trainee: Date:

School: Lesson:

General Lesson Observation / Specific Lesson Focus: _____ General

| What? <i>Observer's description of what the trainee does in the lesson/comments on specific observation focus</i> | So what? <i>What is the impact (+/-) on pupil progress*?</i> |
|---|--|
| <p>Your lesson plan was very detailed in terms of the activities being undertaken by pupils and you as teacher, but the key learning was still not clear (this has been an ongoing target)</p> <p>You have not set a key question? (This is usual Department policy.)</p> <p>The classroom was organised in advance of the lesson (during break time) – resources already distributed, desks arranged into groups, groupings displayed on IWB.</p> <p>You greeted pupils at the door – smiling & using names. You mentioned quietly to Joel his star performance in the football tournament.</p> <p>You encouraged individual pupils to wear uniform (e.g. top buttons done up) properly via non-verbal signals or quiet verbal reminders..</p> <p>You had designed a starter activity to introduce some key terminology for the main part of the lesson. Starter also linked back to prior learning.</p> <p>You wrote entirely in capitals on the board.</p> | <p>Link between activities and actual learning/progress not clear to me so probably not to pupils or even to you? You may find yourself with a busy, well organised classroom but limited pupil progress and learning.</p> <p>Students are used to the routine of this – potentially if you don't do this, it is unsettling for them and may cause them to doubt your credibility. Tom, particularly, became quite anxious – remember his additional need for routine/predictability.</p> <p>Created purposeful atmosphere - pupils settled to work quickly so learning time is maximised.</p> <p>Contributes to effective working relationships generally & particularly Joel who got his reading book out immediately (huge progress in attitude for him!) – pupils believe you know and value them as individuals – they are ready to work with you</p> <p>This helps pupils to see you as part of the teaching staff & school – they accept your authority. You were firm but this did not interfere with learning as you adopted a positive, non-confrontational approach.</p> <p>Good to see you supporting Anna and Paul when their response to the starter showed misunderstanding of prior learning. Pupils were using this terminology accurately and confidently later in the lesson suggesting good progress.</p> <p>Many pupils, especially some lower ability ones and some with SEND, make better progress if words are written using a mix of upper and lower case letters – they recognise the shape of the word.</p> <p>She quickly engaged in the lesson and tried to catch</p> |

*Pupil progress may be seen in terms of behaviour/effort/attitude/knowledge/understanding/skills and combinations of these. Pupil progress may be seen in terms of the progress of an individual pupil, groups of pupils or the whole class.

| | |
|--|--|
| <p>You chose to handle Tara's late arrival (again!) by remaining calm and positive, welcoming her with a smile and focusing on getting her working.</p> <p>You introduced the main activity. You drew out behaviour for learning reminders by establishing success criteria from the pupils in answer to your question "What does good group work look like?" You allocated individual roles to group members.</p> <p>You did not give a deadline.</p> <p>After five minutes your attention was taken up entirely by one group. You had your back to the majority of the rest of the class.</p> <p>You used whole class questioning to draw out learning arising from the group task. You chose to use pre-planned targeted questioning, a no hands and a dialogic (Pose – Bounce-Bounce) approach.</p> <p>You had designed and went on to deliver a kinaesthetic plenary.</p> <p>You gave out merits to one group for the way they had worked, justifying your choice by referring to the success criteria the class had helped you draw up at the start of the lesson.</p> <p>You dismissed the class in an orderly fashion, having finished on a positive note by saying what you had been particularly pleased with in the lesson.</p> | <p>up – good relationships evident.</p> <p>Pupils asked very few questions because of your clear explanations and initially settled to work quickly, maximising learning time. You were able to support Anna's progress by checking in with her to reiterate the task and check her understanding.</p> <p>Alex's group worked far too quickly while over 15 minutes Katie's group did not even start! (Deadlines and interim reminders/progress checks help pupils to stay on task and work to the required standard. Electronic timers on the board can help to give a sense of urgency).</p> <p>Some off task behaviour & inappropriate language from Alex's group particularly, but you provided excellent additional challenge via your open-ended questioning to the group you were focused upon, eliciting particularly impressive responses from most able pupils, such as Helen and Amy.</p> <p>Progress of more pupils is evident – great to hear responses from Sam and Ailsa. Tara and Joel were also very keen to contribute, partially because of your handling of them in this lesson and partially because of the careful work you have done since taking over the class to build a rapport with each of them – well done!</p> <p>Pupils showed pride in their work suggesting many are making progress on developing more positive attitudes & improved confidence, but it was a pity that the reflection stayed as reflection on their "work" rather than reflection on learning (maybe this links back to a lack of clarity in your planning around pupil learning and progress?)</p> <p>Pupils are learning that group work requires specific skills which can be improved & that this is a form of progress rather than just subject knowledge.</p> <p>Pupils left with a clear sense of achievement. Some were talking about the lesson still and many were smiling or looking like they had spent their time productively. Remember how they used to leave the room in a mad dash? Well done on helping them to regulate their energies!</p> |
|--|--|

*Pupil progress may be seen in terms of behaviour/effort/attitude/knowledge/understanding/skills and combinations of these. Pupil progress may be seen in terms of the progress of an individual pupil, groups of pupils or the whole class.

| | |
|---|---|
| <p>You spoke briefly and respectfully to Tara after most of the class had gone to find out why she had been late and then wrote a comment in her planner when it became apparent that the lateness was avoidable.</p> | <p>Tara showed some acceptance of responsibility for her lateness. She knows you are on her side but equally on her case!</p> |
|---|---|

| Points to consider to improve the trainee's progress as a teacher and therefore pupil progress: | | | |
|--|---|--|---|
| Subject specific: | | General teaching and learning: | |
| | Trainee to make links to the Standards | | Trainee to make links to the Standards |
| <p>Start your planning with what pupils need to learn and then design activities to support their progress.</p> <p>Be very clear to yourself, especially as a subject specialist, about what the progress is which you are expecting to see. Live modelling and using pre-prepared models may be useful?</p> | | <p>Ensure you adhere to Department/School policies & procedures. If you decided to depart from these, consider sharing explicitly with pupils that you are deliberately doing something different (e.g. "Normally, I would write a key question on the board, but today...")</p> <p>Set an overall deadline when pupils are working independently (in groups, pairs or individually) and schedule progress checks/issue reminders.</p> <p>Work on balancing the need to support individuals/groups with monitoring the whole class – start by improving your own awareness of your position in the room.</p> | |

| What evidence is there in this lesson of how well the trainee is making progress towards becoming an effective classroom teacher (e.g. particular strengths): | Trainee to make links to the Standards |
|--|---|
| <p>Your lessons are clearly and logically structured; you link lessons to prior learning particularly well.</p> <p>Your use of whole class questioning is increasingly inclusive and well differentiated to support weaker students and challenge more able learners.</p> <p>You have worked hard to develop effective relationships with individuals, particularly the more difficult pupils, and with the class as a whole; your behaviour management skills and classroom presence are increasingly good.</p> <p>Your resources and the activities you design are varied and engaging for pupils, but I am pleased that you have now stopped creating everything from scratch and that you are making more use of the array of resources already available in the Department – this is one of the keys to surviving in the teaching profession.</p> <p>Instructions and explanations are increasingly clear, precise and effective.</p> | |

Signed: Signed: Date:

Mentor/Tutor/Teacher Trainee

*Pupil progress may be seen in terms of behaviour/effort/attitude/knowledge/understanding/skills and combinations of these. Pupil progress may be seen in terms of the progress of an individual pupil, groups of pupils or the whole class.