**Lesson Observation Form**

|  |  |  |
| --- | --- | --- |
| Trainee  | Date | ***Notes for users:****Trainees should be observed and given written feedback at least every two weeks during continuous school/college practice as part of the process of monitoring and assessing their work*. |
| School/College | Number in group  |
| Mentor/Teacher |  | Year group/ability information  |
| Lesson Topic |
| Observation Focus (standards or previous target(s)) | Standard(s) No(s)Added by mentor or trainee |

|  |  |
| --- | --- |
| **Teaching and Learning****Pupil Progress**(Please include specific comments on the trainees impact on pupil progress within the lesson along with observable evidence of their impact on pupil progress over time e.g. evidence of prior learning and progression in knowledge and skills in their work.) | * Establishes a secure learning environment that promotes good pupil progress and behaviour (S1)
* Builds on, consolidates and extends pupils’ capabilities, prior knowledge and understanding (S2)
* Ensures all learners make progress that is at least good (S2)
* Has good subject knowledge (S3)
* Stimulates and maintains pupils’ interest and curiosity (S3)
* Promotes high standards of literacy, numeracy and communication (S3)
* Uses questioning and discussion to promote learning (S4)
* Reflects on learning and teaching (S4)
* Uses time effectively (S4)
* Is aware of the needs of all pupils and differentiates appropriately (S5)
* Is aware of potential barriers to learning with an understanding of the needs of all pupils, including those with SEN, EAL and those with disabilities (S5)
* Maintains a good relationship with pupils (S7)
* Manages pupil behaviour effectively and appropriately (S7)
* Has clear rules and routines and high expectations of behaviour (S7)
* Deploys support staff effectively (S8)
 |

|  |  |
| --- | --- |
| **Planning**  | * Plans well-structured lessons that use time and resources effectively (S4)
* Sets high expectations (S1)
* Shows good subject knowledge (S3)
* Plans lessons using reflection on teaching (S4)
* Promotes interest, motivation and curiosity (S4)
* Sets learning goals that stretch and challenge all pupils (S4, S5)
* Differentiates learning appropriately (S4, S5)
* Is aware of the needs of all pupils (S5)
* Plans lessons using pupil assessment data to extend pupils’ capabilities, knowledge, skills and understanding (S4, S5, S6)
 |

|  |  |
| --- | --- |
| **Assessment** | * Makes accurate and productive use of assessment and assessment data to promote good pupil progress and learning (S6)
* Guides pupils to reflect on their progress and their learning needs (S2)
* Uses assessment of pupils’ capabilities, knowledge and understanding to plan lessons (S2, S4)
* Gives pupils regular accurate feedback following assessment of their learning (S6)
 |

|  |  |
| --- | --- |
| **Strengths of the lesson** (At least THREE, including one in Subject Knowledge ) | Standard(s) No(s)Added by mentor or trainee |
| **Developmental targets arising out of this lesson** (at least ONE, no more than THREE) | Standard(s) No(s)Added by mentor or trainee |