**SCHOOL EXPERIENCE LESSON OBSERVATION FORM – Spring & summer Terms**

*A 3-page document*

**If Joint Observation, please highlight:**

**School-based Tutor / Teacher / Partnership Tutor / Moderator**

**TRAINEE’S NAME: OBSERVERS:**

**SCHOOL: CLASS/ GROUP:**

**LESSON/TEACHING SESSION: DATE:**

**Comment on the strengths and development against the Standards**

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| Strengths | Areas for reflection and development  |
| Targets and points for action |

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|  | **Very Good practice** | **Good practice** | **Secure practice**  | **Weak practice** |
| **Learning and****Progress****S1****S2****S6** | Trainee sets goals that stretch, challenge and motivate pupils.Strategies used effectively to support the learning and progress of underperforming groups. Teaching has a positive effect on all pupils’ learning.Pupils show retention of prior learning.  | Trainee sets goals that stretch and challenge pupils.Strategies used to support the learning and progress of underperforming groups. Teaching has a positive effect on most pupils’ learning.Most pupils make links between prior and new learning. | Trainee sets goals that stretch and challenge some pupils.Strategies used to support the learning and progress of underperforming groups.Teaching has a positive effect on pupil learning for engaged groups of pupils.Some pupils can make links between prior learning and new learning. | Trainee is unable to set appropriate goals for the level of most pupils.Pupils already understand/know what they are being taught or are confused.Pupils engaged in an activity rather than learning.Pupils describe what they are doing but are unclear why. |
| **Feedback,****oral and written****S2****S6** | Feedback to children challenges learning.Children are continually challenged on their learning.Trainee actively engages children in WHY their work is correct/incorrect. | Feedback to children is conducive to learning.Children are regularly challenged on their responses to learning.Trainee engages with and describes WHY the work of the children is correct/incorrect. | Feedback to children is mainly conducive to learning.Children are encouraged to participate and improve their learning. Sometimes challenged on responses.Trainee describes WHY the work of the children is correct/incorrect. | Feedback to children may have a negative impact on self-esteem, attitude and performance.Children are often not clear about what they have been asked to do. |
| **Subject and curriculum knowledge****S3** | They have in-depth subject knowledge and well developed pedagogy.They stimulate and capture pupils’ interest and enthusiasm.Teaching is well connected to the curriculum to support progress.Misconceptions and errors are incorporated into planning.Trainees are proactive in responding to their own development needs.They model very high standards of communication, written and spoken in all professional activities including accessible use of subject specific language. | The trainee has a well-developed subject knowledge and understanding of the relevant subject/ curriculum area.They foster and maintain the pupils’ interest at a high level in the subject.Teaching is rooted in good knowledge of the curriculum, how to teach it and how children learn.They respond to subject specific questions and use subject specific language to extend learning. Errors and misconceptions are dealt with.They respond to the need to up-date and extend their own subject/ pedagogical knowledge.They demonstrate high standards reading writing, communication and numeracy for learners including appropriate subject specific language. | The trainee has a secure subject knowledge and understanding of the relevant subject/ curriculum area.They foster and maintain the pupils’ interest in the subject.Teaching is accurate and rooted in secure understanding of the curriculum and teaching.They are able to respond to subject specific questions and use subject specific language.They respond to the need to up-date and extend their own subject/pedagogical knowledge.They demonstrate good standards of reading, writing, communication and numeracy for learners including accurate use of subject specific terms. | The trainee does not have secure subject knowledge and understanding of the relevant subject/ curriculum area.They fail to foster the pupils’ interest in the subject. Pupils find it hard to engage with new information.Trainee has an incomplete understanding of what they have to teach.They are unable to respond to subject specific questions or use subject specific language.They fail to respond to the need to up-date or extend their own subject/ pedagogical knowledge.They fail to demonstrate good standards of reading and writing, communication and numeracy for learners.  |
| **Pedagogy****S4****Pedagogy****S4** | Trainee uses imaginative and well-chosen teaching strategies and resources.Lesson plans are well matched to individual pupil needs.Teaching impacts upon progression, motivation and engagement.Homework extends pupil progress.Teaching has a clear focus on pupil progression in literacy and numeracy skills within the subject. | Trainee is willing to try a variety of teaching strategies and resources.Individual lesson plans take into account the needs of individuals and groups.Teaching ensures the pace of learning is maintained and learners are engaged and motivated in their learning.Homework ensures learning progresses.Teaching includes clear development of pupils’ literacy and numeracy skills within the subject. | Trainee employs a range of teaching strategies and resources.Individual lesson plans are appropriately structured to support pupil learning.Teaching ensures the pace of learning is maintained and learners are mainly engaged in their learning.Homework used to sustain learners’ progress.Teaching begins to support the development of literacy and numeracy skills within the subject. | Trainee fails to employ a range of teaching strategies and resources.Individual lesson plans are inappropriately structured to support pupil learning.Teaching fails to ensure the pace of learning is maintained and learners are not engaged in their learning.Homework does not sustain learners’ progress.where this lesson offers clear opportunities to do so, teaching fails to support the development of literacy and numeracy skills  |
| **Adapting Teaching****S5** | Teaching is adapted effectively to secure learning.They have an astute understanding of how effective teaching impacts upon learning and engagement.Trainee highly reflective of their own practice.They accurately judge the impact of their practice on groups/individuals. | Teaching is adapted in response to barriers that arise within lessons.They use different strategies to reduce barriers to learning.Trainee systematically evaluates their teaching. Trainee learns from successful/unsuccessful lessons and its impact upon learners. | They know the needs of different groups/ individuals and begin to adapt their teaching to support learning for different groups.Trainee reviews and reflects on their teaching and this informs future teaching. | They do not know the needs of different groups/ individuals and cannot adapt their teaching to support learning.Trainee does not reflect effectively upon the lessons which they have taught. |
| **Assessment****S6** | A range of assessments used effectively to promote pupil progress and inform planning.Children’s understanding systematically checked within the lesson and anticipate where intervention is needed.Children are involved in setting their own targets for learning. Children use self-assessment to inform the next steps in their learning. | They assess pupil attainment by using a range of formative assessment strategies and this effectively informs planning.Assessment used effectively and teaching adapted in light of children’s responses.Children understand the next steps in their learning. They are able to self-assess. | They have a secure understanding of assessment and planning is informed by formative assessment.Assessment strategies used within the lesson to evaluate teaching and learning. They are able to modifying teaching.Children have some understanding of the next steps in their learning. | Assessment for learning is not secure.Trainee does not gather information about the effectiveness of learning in the lesson.Children are confused about what they have leant. |
| **Behaviour, Attitudes and Relationships****S7** | They work confidently within the framework established. They consistently have high expectations and have a range of strategies to promote positive behaviour.Rewards, praise and sanctions used effectively to create a supportive learning environment.All children are engrossed in their learning and strive to produce high quality work.Excellent relationships. High level of engagement, courtesy, collaboration and co-operation. | They work within the school’s framework and can apply rules and routines fairly and consistently. They have high expectations and use a range of strategies to encourage positive behaviour.They effectively use rewards, praise and sanctions to support learning.Virtually all children have a good attitude and are keen to learn. High level of interest and work produced is of a high quality.Good relationships and children cooperate to support learning and each-others welfare. Lessons flow smoothly. | They work within the school’s framework and apply rules and routines fairly and consistently. They aim to have high expectations and are aware of different strategies to promote positive behaviour.They are able to use rewards, praise and sanctions to support learning.Most children have a good attitude to their work. Most children are attentive and on task. Most children aim to produce work of a high quality.Positive relationships and the trainee is aware of the needs of individuals. | They do not work within the school’s framework or do not apply rules consistently.Rewards, praise and sanctions are not used to support learning.Children do not enjoy their work. Children lack motivation to produce work of a standard for their ability.Behaviour and attitudes to learner is inappropriate. Children are passive. Relationships are not effective. |