



SCHOOL EXPERIENCE 1 (SE1) LESSON OBSERVATION FORM

*Observer:
Please underline or highlight observed practice against the Standards*

TRAINEE'S NAME:

OBSERVER:

SCHOOL:

LESSON/TEACHING SESSION:

CLASS/NURSERY GROUP:

DATE:

TIME OF LESSON (FROM – TO):

UG SE1 PGCE SE1 (highlight as appropriate)

Lesson Grading →	Not Meeting the Standards	Beginning to Meet the Standards	Meeting the Standards	Meeting the Standards with good elements
Learning Progress S1, S2, S6 Feedback orally and written S2, S6	<p>A significant number of children do not achieve within the lesson.</p> <p>Children already understand/know what they are being taught or are confused.</p> <p>Children engaged in an activity rather than learning.</p> <p>Children describe what they are doing.</p>	<p>Some children make some progress within the lesson.</p> <p>Opportunities are not made to challenge children.</p> <p>Where children are engaged in the lesson some learning is evident.</p> <p>Trainees highlight how each learning episode relates to the lesson objective.</p>	<p>Some children make progress within the lesson.</p> <p>Some children are challenged within the lesson.</p> <p>Some children can explain what they are learning.</p> <p>Some children can make links between prior learning and new learning.</p>	<p>Achievement for most children is good. Most groups make progress within the lesson.</p> <p>Most children are appropriately challenged.</p> <p>Most are able to explain what they are learning</p> <p>Most children make links between prior and new learning.</p>
	<p>Feedback to children may have a negative impact on self-esteem, attitude and performance.</p> <p>Children are not clear about what they have been asked to do.</p> <p>Children are not encouraged to think about their learning.</p>	<p>Feedback to children encourages participation.</p> <p>Children are encouraged to think about their learning.</p> <p>Trainee gives feedback on correct/incorrect responses.</p>	<p>Feedback to children is mainly conducive to learning.</p> <p>Children are encouraged to participate and improve their learning. Sometimes challenged on responses.</p> <p>Trainee describes WHY the work of the children is correct/incorrect.</p>	<p>Feedback to children is conducive to learning.</p> <p>Children are regularly challenged on their responses to learning.</p> <p>Trainee engages and describes WHY the work of the children is correct/incorrect.</p>
Teaching Subject knowledge and curriculum knowledge S3	<p>The trainee does not have secure subject knowledge and understanding of the relevant subject/ curriculum area.</p> <p>They fail to foster and maintain the pupils' interest in the subject.</p> <p>Trainee has an incomplete understanding of what they have to teach and how.</p> <p>They are unable to respond to subject specific questions or use subject specific language.</p>	<p>The trainee has secure subject knowledge in the context of the planned lesson.</p> <p>They foster and maintain some pupils' interest in the subject.</p> <p>Teaching is secure for the area that they are teaching.</p> <p>They are able to respond to most subject specific questions.</p>	<p>The trainee has a secure subject knowledge and understanding of the relevant subject/ curriculum area.</p> <p>They foster and maintain the pupils' interest in the subject.</p> <p>Teaching is accurate and rooted in secure understanding of the curriculum and teaching.</p> <p>They are able to respond to subject specific questions and use subject specific language.</p>	<p>The trainee has a well-developed subject knowledge and understanding of the relevant subject/ curriculum area.</p> <p>They foster and maintain the pupils' interest at a high level in the subject.</p> <p>Teaching is rooted in good knowledge of the curriculum, how to teach it and how children learn.</p> <p>They respond to subject specific questions and use subject specific language to extend learning. Errors and misconceptions are dealt with.</p>

<p>Teaching</p> <p>Subject knowledge and curriculum knowledge S3</p> <p>Early Reading S3, S4</p>	<p>They fail to respond to the need to up-date or extend their own subject/ pedagogical knowledge.</p> <p>They fail to demonstrate good standards of reading and writing and communication for all learners. They fail to build this into lessons.</p> <p>Trainee has insufficient knowledge and understanding of the principles and practice of teaching and assessing early reading and writing.</p> <p>They are unable to use systematic and synthetic phonics effectively.</p>	<p>They respond to the need to up-date their own subject knowledge.</p> <p>They demonstrate satisfactory standards of reading, writing and communication for most learners. They sometimes build this into lessons.</p> <p>Trainee has limited knowledge and understanding of the principles and practice of teaching and assessing early reading and writing.</p> <p>They are able to use systematic and synthetic phonics.</p>	<p>They respond to the need to up-date and extend their own subject/pedagogical knowledge.</p> <p>They demonstrate good standards of reading, writing and communication for most learners. They build this into lessons.</p> <p>Trainee has sufficient knowledge and understanding of the principles and practice of teaching and assessing early reading and writing.</p> <p>They are able to use systematic and synthetic phonics effectively.</p>	<p>They respond to the need to up-date and extend their own subject/ pedagogical knowledge.</p> <p>They demonstrate high standards reading writing and communication for learners. They build this into lessons.</p> <p>Trainee has secure knowledge and understanding of the principles and practice of teaching and assessing early reading and writing.</p> <p>They are able to use systematic and synthetic phonics effectively in different age phases.</p>
<p>Pedagogy S4</p>	<p>Trainee fails to employ a range of teaching strategies and resources.</p> <p>Individual lesson plans are inappropriately structured to support pupil learning.</p> <p>Teaching fails to ensure the pace of learning is maintained and learners are not engaged in their learning.</p> <p>Homework does not sustain learners' progress.</p> <p>Trainee does not reflect effectively upon the lessons which they have taught.</p>	<p>Trainee employs a limited range of teaching strategies and resources.</p> <p>Individual lesson plans are structured to support pupil learning.</p> <p>Teaching ensures the pace of learning is maintained and learners are mainly engaged in their learning at times.</p> <p>Homework used to sustain learners' progress.</p> <p>Trainee reviews and reflects on their teaching with support and this informs future teaching.</p>	<p>Trainee employs a range of teaching strategies and resources.</p> <p>Individual lesson plans are appropriately structured to support pupil learning.</p> <p>Teaching ensures the pace of learning is maintained and learners are mainly engaged in their learning.</p> <p>Homework used to sustain learners' progress.</p> <p>Trainee reviews and reflects on their teaching and this informs future teaching.</p>	<p>Trainee is willing to try a variety of teaching strategies and resources.</p> <p>Individual lesson plans take into account the needs of individuals and groups through appropriate differentiation.</p> <p>Teaching ensures the pace of learning is maintained and learners are engaged and motivated in their learning.</p> <p>Homework ensures learning progresses.</p> <p>Trainee systematically evaluates their teaching. Trainee learns from successful/unsuccessful lessons and its impact upon learners.</p>
<p>Adapting Teaching S5</p>	<p>They do not know the needs of different groups/ individuals and cannot adapt their teaching to support learning.</p>	<p>They have a satisfactory understanding of the needs of different groups/ individuals and with support begins to adapt their teaching to support learning.</p>	<p>They know the needs of different groups/ individuals and begin to adapt their teaching to support learning.</p>	<p>Teaching is adapted to meet the needs of individuals and groups to secure learning.</p> <p>They use different strategies to reduce barriers to learning.</p>
<p>Planning And assessment S6</p>	<p>Planning is not informed by formative assessment.</p> <p>They are unable to use assessment strategies within the lesson to evaluate teaching and learning.</p> <p>Children have no understanding of the next steps in their learning.</p>	<p>They have a limited understanding of the needs of different groups/ individuals and begin to adapt their teaching to support learning for different groups.</p> <p>Assessment strategies are used within the lesson to evaluate teaching and learning.</p> <p>Children have limited understanding of the next steps in their learning.</p>	<p>They have a secure understanding of assessment and planning is informed by formative assessment.</p> <p>Assessment strategies are used within the lesson to evaluate teaching and learning. They are able to modifying teaching.</p> <p>Children have some understanding of the next steps in their learning.</p>	<p>They assess pupil attainment by using a range of formative assessment strategies and this effectively informs planning.</p> <p>Assessment used effectively and teaching adapted in light of children's responses.</p> <p>Children understand the next steps in their learning. They are able to self-assess.</p>

TRAINEE'S NAME:

OBSERVER'S NAME & DATE:

Behaviour, Attitudes and Relationships S7	They do not work within the school's framework or do not apply rules consistently.	They work within the school's framework and apply rules and routines fairly.	They work within the school's framework and apply rules and routines fairly and consistently.	They work within the school's framework and can apply rules and routines fairly and consistently.
	They have low expectations and have limited strategies to promote positive behaviour.	They aim to have high expectations and are aware of some strategies to promote positive behaviour.	They aim to have high expectations and are aware of different strategies to promote positive behaviour.	They have high expectations and use a range of strategies to encourage positive behaviour.
	Rewards, praise and sanctions are not used to support learning.	They are able to use rewards, praise and sanctions.	They are able to use rewards, praise and sanctions to support learning.	They effectively use rewards, praise and sanctions to support learning.
	Children do not enjoy their work. Children lack motivation to produce work of a standard for their ability.	Some children have a good attitude to their work. Some children are attentive and on task. Some children aim to produce work of a high quality.	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.	Virtually all children have a good attitude and are keen to learn. High level of interest and work produced is of a high quality.
	Behaviour and attitudes to learner is inappropriate. Children are passive. Relationships are not effective.	Trainee is starting to develop appropriate relationships and the trainee is aware of the needs of some individuals.	Positive relationships and the trainee is aware of the needs of individuals.	Good relationships and children cooperate to support learning and each-others welfare. Lessons flow smoothly.
Additional Adults S8	Not actively involved at all times. Do not make positive contributions to children's learning.	Adult support the learning of individuals on their own initiative.	Lessons planned so that adult support makes a contribution to children's learning.	Lessons planned so that adult support contributes to children's learning.

Please comment on the strengths and development against the Standards

Strengths	Areas for Development
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TRAINEE'S NAME:

OBSERVER'S NAME & DATE:

Subject specific targets including Literacy/Numeracy for Primary

General Targets (SEN, EAL, Behaviour)

If Joint Observation (comments and overall grade agreed by both observers)

Signed
School-based Tutor Teacher Partnership Tutor Moderator (tick or highlight)

Signed
School-based Tutor Teacher Partnership Tutor Moderator tick or highlight)

Trainee to put a paper copy in the SE file and up-load onto Mahara