**PRIMARY SCHOOL EXPERIENCE STAGE 1 LESSON OBSERVATION FORM**

***Observer: Please underline or highlight observed practice against the Newman Curriculum Themes (as appropriate)***

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| TRAINEE’S NAME: Click or tap here to enter text. | OBSERVER: Click or tap here to enter text. |
| SCHOOL:Click or tap here to enter text. | CLASS/GROUP: Click or tap here to enter text. |
| LESSON/TEACHING SESSION: Click or tap here to enter text. | DATE: Click or tap to enter a date. |
|  | TIME OF LESSON (FROM – TO): Click or tap here to enter text. |

**UG OR PGCE (highlight as appropriate) Please highlight one per row**

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| Previous lesson targets for development: |

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| **Newman Curriculum Theme** | **Below Trajectory** | **On Trajectory** | **Above Trajectory** |
| **Role of the Teacher** | Trainee shows some enthusiasm for the teacher’s role. Trainee is beginning to use self-reflection in order to improve practice. | Trainee understands the need to demonstrate enthusiasm for learning and is a good role model for the children. | Trainee is an active and enthusiastic role model and promotes a love of learning. |
| Trainee needs to consider strategies that can be used to promote good relationships within the classroom | Is beginning to employ strategies to promote equality, trust and respect within the classroom to develop good relationships. | Employs strategies to promote equality, trust and respect within the classroom to develop good relationships. |
| Is beginning to develop professional relationships with colleagues in school | Is developing good professional relationships with other colleagues in school | Has good relationships with other colleagues in school |
| **Teaching, Learning and Assessment** | Planning for lesson not available. | Planning for the lesson is available. | Planning is available and begins to show use of building on previous learning. |
| Trainee needs to consider the use of suitable learning objective/success criteria. | Suitable Learning objectives/success criteria are on planning | Learning objectives/success criteria are clear on planning and are shared with the children |
| Trainee is beginning to consider timings and pace, but there are occasions where these need further consideration. | The majority of the lesson has good pace and structure. | The vast majority of the lesson has clear pace and structure and keeps to time. |
| Trainee is using questions within the lesson. Though they are limited and mostly closed. | Questioning is appropriate and enables/secures learning. | Trainee asks open questions during the lesson and can respond appropriately to pupils’ subject-related questions. |

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| **Teaching, Learning and**  **Assessment** | Trainee is beginning to consider the need to model learning and provide appropriate or sufficient visual/practical resources. | Some suitable modelling examples of what the children might be expected to do. | Successful modelling of the activities within the lesson. |
| Trainee is beginning to consider the TAs role within the lesson. | TAs are aware of their role and effectively deployed in some aspects of the lesson. | TAs are aware of their role and effectively deployed for the vast majority of the lesson. |
| Trainee is beginning to consider ways in which the children can become further involved in their own learning. | The children have some opportunities to assess their own work. | Learners are guided to assess their work themselves against clear criteria. |
| Resources are not available/prepared. | Resources are prepared/available to support the lesson. | Resources are prepared/available and support the learning objective well. |
| **Plus - In EYFS:** | **Plus - In EYFS:** | **Plus - In EYFS:** |
| Trainee is beginning to understand the need to support the focus/target group during the session. | Trainee supports the focus/target group appropriately. | Trainee works well with focus/target group throughout the session. |
| Trainee is beginning to consider how they provide for continuous provision. | Trainee is aware of continuous provision and creates some suitable/appropriate links to activities/children’s interests. | Trainee uses continuous provision well and provides suitable links to activities/children’s interests. |
| Trainee is beginning to ensure that children access continuous provision indoor/outdoor independently. | Continuous provision activities are provided both indoor and outdoor. | Children can access outdoor and indoor continuous provision independently. |
| Trainee is beginning to engage in the children’s self-initiated activities. | Trainee is developing ways to engage in children’s self-initiated activities where appropriate. | Trainee engages with self-initiated activities where appropriate and uses some opportunities to extend children’s thinking. |
| **Adaptive**  **Practice** | Classroom practice is beginning to promote and enable independent learning. | Pupils are given opportunities to demonstrate independence during the lesson. | Trainee promotes resilience and confidence in pupils, so they are willing to tackle challenging tasks independently. |
| Trainee is beginning to consider how adaptations can be made within the lesson planning to cater for the needs of different groups of pupils. | Adaptations are beginning to be made within the lesson planning to cater for the needs of different groups of pupils. | Adaptations made within the lesson planning to cater for the needs of different groups of pupils. |
| Trainee is beginning to consider grouping and scaffolding to support learning needs. | Consideration has been given to using grouping and scaffolding to support the meeting of learning objectives. | Grouping and scaffolding is used in order to support the meeting of learning objectives. |
| **Understanding and Managing Behaviour** | Trainee is beginning to develop rapport with the class. | Demonstrates development of a good rapport with the class and the expectation of good relationships. | Demonstrates a good rapport with the class and there are good relationships. |
| Trainee is beginning to establish reasonable expectations within the classroom. | Trainee is beginning to apply some behaviour strategies, in the context of the school’s policy, using sanctions and rewards, including praise, in order to create an environment supportive of learning. | Pupils respond well to the trainee’s behaviour management systems. A range of appropriate behaviour management strategies is applied consistently well, in line with the school policy. Low level disruption is dealt with efficiently and effectively. |
| **Subject Knowledge** | Trainee is beginning to ensure that Standard English is used correctly. | Accurate standards of literacy are promoted, and accurate Standard English is modelled. | Models good oral and written Standard English and encourages and supports pupils to do so too. |
| Trainee is beginning to demonstrate the subject knowledge required for the lesson. | Trainee demonstrates adequate subject knowledge for the lesson and misconceptions are noticed and addressed. | Trainee demonstrates good subject knowledge for the lesson. Misconceptions are noticed and addressed. |
| Progress on previous targets/areas for development (where applicable): | | | |

**Please comment on the strengths and development against Newman Curriculum Themes**

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| **Strengths** | | **Areas for Development (max of three)** | |
| Role of the Teacher | Click or tap here to enter text. | Role of the Teacher | Click or tap here to enter text. |
| Teaching Learning and Assessment | Click or tap here to enter text. | Teaching Learning and Assessment | Click or tap here to enter text. |
| Adaptive Practice | Click or tap here to enter text. | Adaptive Practice | Click or tap here to enter text. |
| Understanding and Managing Behaviour | Click or tap here to enter text. | Understanding and Managing Behaviour | Click or tap here to enter text. |
| Subject Knowledge | Click or tap here to enter text. | Subject Knowledge | Click or tap here to enter text. |

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| **If Joint Observation (comments agreed by both observers)**    Highlight as appropriate: Professional Mentor (PM) Mentor (M) Placement Tutor (PT) Moderator  Trainee Reflection:  Please ensure that the trainee has an opportunity to complete their reflection after feedback. |

**Trainee to upload to e-Portfolio**