**PRIMARY SCHOOL EXPERIENCE STAGE 3 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** | **Working Towards Trajectory** | **On Trajectory** | **Above Trajectory** |
| **Role of the**  **Teacher** | Trainee shows some enthusiasm for the teacher’s role. The trainee is beginning to use self-reflection in order to improve practice. | Trainee is an active and enthusiastic role model and promotes a love of learning. Trainee always demonstrates positive attitude and role model. Trainee reflects on own practice to develop further. | Trainee’s enthusiastic teaching inspires children to engage and learn. Trainee systematically evaluates their teaching.  Trainee learns from successful/unsuccessful lessons and its impact upon learners. |
| Trainee is beginning to further develop strategies to promote good relationships within the classroom | Trainee employs a range of strategies that promote pupil engagement, courtesy, collaboration and cooperation. | Trainee is confident to try/develop and adapt new strategies to ensure the most effective learning within the classroom. |
| Trainee is developing professional relationships with colleagues throughout school | Positive relationships have been developed with other colleagues in school. This impacts positively on lesson planning and delivery. | Relationships with colleagues ensure effective learning for children and sustained professional development through collaboration. |
| **Teaching, Learning and Assessment** | Planning for lesson not available. | Planning builds on previous learning and is adjusted suitably when needed to meet learning needs. Expectations for all are good. | Lesson plans consistently use previous learning in order to set suitable learning objectives and take into account the needs of individuals and groups. |
| Trainee is continuing to develop the use learning objective/success criteria within lessons and planning. | Learning objectives/success criteria are shared with the children and reflected on where suitable throughout the lesson to embed knowledge and skills. | Trainees consistently set suitable learning objectives to ensure progress and are becoming confident to explore ways of using success criteria in order to successfully embed and develop knowledge and skills |
| Lesson timings are developing, and the trainee is developing strategies to ensure effective pace. | The lesson is well structured to ensure learning. Pace is good and all time used appropriately. | Pace of lesson is effective. Trainee is confident to change pace and structure where required to ensure learning and progress is secure. |
| Trainee is beginning to understand that some questions need to be planned in order to meet the children’s needs and is including these on planning. | Trainee asks a range of questions which encourage and challenge pupil’s thinking. Questions encourage children to reflect on previous learning and give answers which develop reasoning. | Understanding is checked systematically e.g. through higher order questioning throughout the lesson. Children are encouraged to discuss answers provided by others and expand on reasoning. |

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| **Teaching, Learning and**  **Assessment** | Trainee is developing modelling and providing some appropriate or sufficient visual/practical resources. | Modelling is clear and appropriate to demonstrate expectations and support progress for all. Resources are suitable and meet learning needs. | Modelling clearly indicates how to meet or exceed expectations. High quality resources support learning. |
| Trainee is developing an understanding of the TAs role and beginning to guide appropriately within planning and discussion. | TAs are well deployed throughout the lesson. | TAs are involved in planning and feedback in order to effectively support learning of individuals/groups. |
| Trainee is developing the use of self – assessment/strategies to involve the children in their own learning. | Learners have opportunities to assess their own learning against clear criteria and to set targets to improve. | Children are given opportunities to reflect on learning at appropriate points and a range of assessment for learning strategies are used in order to inform future planning and next steps. |
| Resources are available/prepared – and match the needs of some learners. | Resources used in the lesson clearly support the learning and are used effectively to ensure progress. | High quality resources effectively support all individuals and groups. |
| **Plus - In EYFS:** | **Plus - In EYFS:** | **Plus - In EYFS:** |
| Trainee is beginning to support the focus/target group during the session and addresses the learning objective. | Target/focus group are well supported and their learning focus /objective is well developed. | The learning of the target/focus group is enhanced during the session as a result of clear support and planning. |
| Trainee is developing Continuous provision to meet children’s interests and developing ways to change this when suitable. | Continuous provision is frequently enhanced to reflect current learning and children’s interests. | Children’s interests are represented and met creatively in ways that enhance continuous provision |
| Children are beginning to access continuous provision indoor/outdoor independently and are beginning to develop independence with these activities. | Children have access to outdoor and indoor continuous provision and understand the systems that are in place to be able to choose independently. | Indoor and outdoor continuous provision are accessed by all children independently and successfully engage, promote and extend learning and development. |
| Trainee is developing ways in which to engage in the children’s self-initiated activities and is beginning to develop children’s thinking. | Trainee engages with self-initiated activities where appropriate and is gaining in confidence to develop children’s thinking and beginning to develop ways of taking learning forward. | Trainee engages with self-initiated activities where appropriate, extending children’s thinking and clearly taking learning forward. |
| **Adaptive**  **Practice** | Classroom practice to promote independent learning is developing and there are some strategies for this being developed. | The vast majority of children are able to work independently as a result of learning, procedures and strategies and are developing their confidence and resilience. | All children work independently and demonstrate confident learning. |
| There are some adaptations made within the lesson planning to cater for the needs of different groups of pupils. The trainee is aware of some barriers to learning | Tasks match the needs of most pupils. Barriers to learning have been addressed and suitable resources ensure learning needs are met. | Tasks and resources match the needs of the vast majority of pupils so that independent learning and good progress is made. |
| Grouping and scaffolding is beginning to be used effectively so that arrangements are suitable for the needs of the children. The trainee is becoming more confident to use a range of strategies. | A range of strategies are used which support the needs of different groups/individuals. Clear evidence of how learning has been adapted to suit needs of all. | Adaptations, intervention and support have a good impact on the learning of the vast majority of pupils. |
| **Understanding and Managing Behaviour** | Trainee is developing positive relationships with the class and is becoming a consistent feature of practice. | There are positive relationships within the class and the trainee is developing a good awareness of the needs of individuals and meets these with suitable strategies. | The classroom is a supportive one where individuals needs are recognised and catered for in order to achieve. Trainee is proactive at meeting needs and anticipating adaptations required. |
| Trainee reminds of expectations or includes strategies for behaviour management to ensure learning opportunities for all. The trainee has high expectations. | High expectations are evident, and a range of behaviour management strategies ensure that the vast majority of children maintain a high level of interest and engagement. | Expectations are consistently high for all pupils. |

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| **Subject Knowledge** | Standard English is used correctly. | Models high standards of oral and written communication and develops /supports pupil use of Standard English. | Models very high standards of communication and proactively develops pupils’ skills in Standard English. |
| Trainee has accurate subject knowledge required for the lesson and is addressing some misconceptions. | Trainee has a well-developed subject knowledge and is able to use subject specific questions and language to foster interest and embed learning. Misconceptions are well addressed. | Trainee demonstrates excellent subject knowledge and uses this to engage children in learning. Misconceptions are well addressed and anticipated. |

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| 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**