**PRIMARY SCHOOL EXPERIENCE STAGE 2 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. |
| TEACHING SESSION/LESSON SEQUENCE: 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 needs to continue to develop their teacher identity to encourage enthusiasm for learning within the classroom. | Trainee is an active and enthusiastic role model and promotes a love of learning. Self-reflection is valued as an important part of the role. | Trainee is an active and enthusiastic role model and promotes a love of learning. Trainee demonstrates positive attitude and role model at all times. Trainee reflects on own practice to develop further. |
| Trainee is beginning to further develop strategies to promote good relationships within the classroom. | Employs some strategies to promote equality, trust and respect within the classroom to develop good relationships. | Trainee employs a range of strategies that promote pupil engagement, courtesy, collaboration and cooperation. |
| Trainee is beginning to develop professional relationships with colleagues throughout school. | Has good relationships with other colleagues in school. | Positive relationships have been developed with other colleagues in school. This impacts positively on lesson planning and delivery. |
| **Teaching, Learning and Assessment** | Planning for lesson not available. | Planning is available and begins to show use of building on previous learning. Most children can explain what they are learning. | Planning builds on previous learning and is adjusted suitably when needed to meet learning needs. Expectations for all are good. |
| Trainee is beginning to use learning objective/success criteria within lessons and planning.  | Learning objectives/success criteria are clear on planning and are shared with the children. | Learning objectives/success criteria are shared with the children and reflected on where suitable throughout the lesson to embed knowledge and skills. |
| Lesson timings/pace are developing.  | The vast majority of the lesson has clear pace and structure and keeps to time. | The lesson is well structured to ensure learning. Pace is good and all time used appropriately. |
| Trainee is beginning to understand that some questions need to be planned in order to meet the children’s needs. | Trainee asks some open questions in the course of the lesson and can respond appropriately to pupils’ subject-related questions. | 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. |
| Trainee is developing modelling in order to provide appropriate or sufficient visual/practical resources.  | Evidence of successful modelling of the activities within the lesson enables progress to be made by the vast majority of children. | Modelling is clear and appropriate to demonstrate expectations and support progress for all. |
| **Teaching, Learning and** **Assessment** | Trainee is developing an understanding of the TAs role and beginning to guide appropriately within planning. | TAs are aware of their role and effectively deployed for the vast majority of the lesson. | TAs are well deployed throughout the lesson |
| Trainee is beginning to use self – assessment/strategies to involve the children in their own learning. | Learners are guided to assess their work themselves against clear criteria. Most can make links between prior and new learning. | Learners have opportunities to assess their own learning against clear criteria and to set targets to improve. |
| Resources are available/prepared – though need more thought in order to match the learning objective/needs of the children. | Resources are prepared/available and support the learning objective well. | Resources used in the lesson clearly support the learning and are used effectively to ensure progress. |
| **Plus - In EYFS:** | **Plus - In EYFS:** | **Plus - In EYFS:** |
| Trainee is beginning to support the focus/target group during the session. | Trainee works well with focus/target group throughout the session. | Target/focus group are well supported, and their learning focus /objective is well developed. |
| The trainee is developing Continuous provision to meet children’s interests | Trainee uses continuous provision well and provides suitable links to activities/children’s interests. | Continuous provision is frequently enhanced to reflect current learning and children’s interests. |
| Children are beginning to access continuous provision indoor/outdoor independently. | Children are encouraged access outdoor and indoor continuous provision independently. | Children have access to outdoor and indoor continuous provision and understand the systems that are in place to be able to choose independently. |
| Trainee is developing ways in which to engage in the children’s self-initiated activities. | Trainee engages with self-initiated activities where appropriate and is beginning to develop opportunities to extend 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. |
| **Adaptive** **Practice** | Classroom practice to promote independent learning is developing. | Trainee promotes resilience and confidence in pupils, so they are willing to tackle challenging tasks independently. | Children are able to work independently as a result of learning, procedures and strategies that have developed their confidence and resilience. |
| There are some adaptations 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. | Tasks match the needs of most pupils. Barriers to learning have been addressed and suitable resources ensure learning needs are met. |
| Grouping and scaffolding is beginning to be used effectively so that arrangements are suitable for the needs of the children. | Grouping and scaffolding is used in order to support the meeting of learning objectives. | 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. |
| **Understanding and Managing Behaviour** | Demonstrates some rapport with the class and is becoming a consistent feature of practice. | Demonstrates a good rapport with the class and there are good relationships. | There are positive relationships within the class and the trainee is aware of the needs of individuals and meets these with suitable strategies. |
| Trainee reminds of expectations or includes strategies for behaviour management to ensure learning opportunities for all. | 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. | 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. |
| **Subject Knowledge** | Standard English is used correctly. | Models good oral and written Standard English and encourages and supports pupils to do so too. | Models high standards of oral and written communication and develops /supports pupil use of Standard English. |
| Trainee is developing the subject knowledge required for the lesson and is beginning to address misconceptions. | Trainee demonstrates good subject knowledge for the lesson. Misconceptions are noticed and addressed.  | 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. |

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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**