



CONFIDENTIAL

Key points to remember

- 1 There does not have to be a specific focus for the observation, but if there is, this must be an agreed focus discussed well in advance of the observation.
- 2 The observer must make comments under each of the headings Learning and Teaching but it is **not necessary** to comment on every subheading. These notes highlight **possible** aspects on which comments may be made.
- 3 Try at every stage to cite specific examples.
- 4 All comments should be constructive, highlighting areas of current good practice and offering areas for potential further development as appropriate.

Date:		Period:		Subject:	
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Teacher:		Room:		Observer:	
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Teaching Group:		Lesson Topic:	
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No of Pupils:		Specific Focus (optional)	
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Possible areas for development:

Practice to be shared:

Observee's comments:

Signature:
Observer

Signature:
Observee



Learning

Learning

Evidence of previous learning [Are there examples of previously acquired knowledge, skills, understanding or ways of working?]

Engagement and focus [Do learners show interest in the lesson? Is there evidence that they want to learn? Do learners maintain their focus/concentration when working independently or in pairs/groups? Do learners take up opportunities to extend their thinking/improve their learning?]

Evidence of thinking [Do learners see patterns and make links? Do they answer 'how' and 'why' questions? Do learners show logical reasoning/analytical skills? Do they try to work things out before asking for the answer? Are learners able to apply previous knowledge/learning to new situations and contexts?]

Development of understanding [Do learners make progress in the lesson? Do learners know what they know and how to take the next steps?]

Enquiry/Risk-taking [Do learners display curiosity? Do learners ask questions? Do learners answer challenging questions? Are learners secure enough to make mistakes? Do learners take the initiative/go beyond the expected range of responses?]

Positivity/Tenacity [Do learners stay positive as challenge increases? Do learners persevere when tackling new or difficult tasks?]

Collaboration [Do teacher and learners show a sense of shared purpose? Do learners share the responsibility for the learning? Do learners accept new and unfamiliar tasks or ways of working?]

Student behaviour

Evidence of Assessment [Do learners know what they have learnt? Do they play a part in assessing themselves, each other? Are they involved in setting future learning objectives?]



Teaching

Teaching

Subject Expertise [Evidence of subject knowledge? Evidence of own interest in, and enthusiasm for, subject and sharing it?]

Context: links to prior/future learning [Is learning contextualised? Are links made explicit? Are learning objectives clearly understood?(not necessarily written)]

Lesson structure [Evidence of logical planning for progression? Good timing? Realistic lesson goals translated into variety of appropriate staged activities?]

Resources [Are resources stimulating/interesting? Do they match the learning objectives? Does any use of ICT enrich the learning?]

Pace [Is the pace suited to the needs of learners? Does the pace support the aims of the learning? Does the pace of the lesson optimise thinking? (not necessarily assuming fast pace = best progression)]

Challenge [Are expectations of learning high? Are expectations supported by the teaching and differentiated? Is the standard of work expected appropriately high (not too high or low) for the learners?]

Teaching style [Evidence of a range of strategies? Effective use of voice? Does questioning promote thinking?]

Risk-taking/Innovation [Evidence of trying out a new method, new resource, new technology, new 'hook'?]

Use of support for SEN [Has the teacher included TA support in planning? Is the support effective for learners?]

Learning environment (including safety) [Is the environment calm and purposeful? Are students relaxed but alert? What does the teacher do to ensure that learners feel secure and comfortable in the classroom? Are practical health & safety considerations met?]

Social/cultural sensitivity [Does the teacher avoid stereotypical generalisations? Is there an awareness of social and cultural diversity in teacher-learner interactions?]

Relationships [Does the teacher praise/reprimand appropriately? Evidence of rapport with students? Evidence of mutual respect? Humour? Students' voices heard (often)?]

Evidence of assessment [How does teaching check understanding? Does teaching respond to assessment of previous class work, homework, or contributions during the lesson? Is marking focused, diagnostic and aids progress? Does teaching allow learners to assess their own and each others' learning?]

NB Evidence for these judgements may come from exercise books and mark books (or equivalent)