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| C:\Users\55123899\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\BWUOQDWT\MMU Symbol Transparent Background Outlined CS6 (002).jpgC:\Users\55123899\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\BWUOQDWT\MMU Symbol Transparent Background Outlined CS6 (002).jpg**FACULTY OF EDUCATION**  **RECORD OF LESSON OBSERVATION** | | | | | |
| **Programme:** *(please indicate)* | | **Name of student:** | | **Year Group taught:** | |
| **BA1 / BA2 / BA3 / PGCE / PGCESD** | |  | |  | |
| **Name of School:** | | **Lesson:** | | **Date of Observation:** | |
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| **Targets from last RoLO/Weekly Review and Reflection:** | | | | | |
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| **COMMENTS ON QUALITY OF TEACHING AND LEARNING OBSERVED:** | | **HIGHLIGHT ASPECTS OF THE STANDARDS OBSERVED:** | | | |
| You have good relationships with the children. The atmosphere was calm, purposeful and positive. You achieved this through your friendly, encouraging manner and celebrating their responses.  All children were on task - instructions and expectations were clearly explained throughout the lesson.  The lesson had clear objectives and success criteria that were shared with the children at the start of the lesson. | | 1. **High Expectations which inspire and motivate children**   S1a – How does the student gain the respect of the children? Is the atmosphere in the classroom purposeful and positive?  S1b- How effectively does the student identify learning intentions that stretch and challenge all children?  S1c-In what ways does the student model the positive attitudes, values and behaviour expected of the children? | | | |
| You are beginning to identify individuals on your planning and the impact your teaching has on their progress. When evaluating the children’s learning identify individuals, determine why they exceeded or didn’t meet expectations and identify their next steps. Through annotations provide evidence of how evaluations have been used to adapt subsequent lessons.  The activities in today’s lesson built upon previous lessons- use ‘Prior Knowledge’ on planning proforma to highlight individuals / groups who need further support or challenge from the previous lesson.  Through planned, differentiated questioning and asking for examples, you ensured that all features and terminology were understood.  How can you most effectively encourage children to reflect on their progress using e.g. ‘fix-it’ time sessions, mini-plenaries, checking against success criteria and confidence levels leading to split inputs? | | 1. **Promote good progress and outcomes by children**   S2a &S4d-How well does the student evaluate each session so that they demonstrate the impact of their teaching on children’s learning, by referring specifically to individuals and groups? Have previous evaluations affected the student’s planning and teaching and impacted on children’s learning? How has evaluation and discussion contributed to modification of planning and teaching?  S2b- How does the student take account of children’s prior knowledge and understanding?  S2c-How does the student encourage children to reflect on their learning?  S2d- In what way does the student’s planning & teaching demonstrate understanding of how children learn? Is the student aware of their impact on children’s learning?  S2e-In what ways does the student encourage the children to take responsibility for their own learning? | | | |
| Subject knowledge is developing well and is demonstrated through confident use of subject specific terminology and clearly sequenced exposition. Look at the curriculum below and above current year group, as this will provide the confidence to deal with misconceptions that may arise during the lesson and to stretch HA children.  A range of learning styles was used effectively during the lesson encouraging the children to work both independently and in groups.  Take advantage of PDR time, INSET days and staff meetings to develop subject knowledge and appropriate pedagogy. | | 1. **Demonstrate good subject and curriculum knowledge**   S3a-How does the student engage the children in learning? How does the student address misconceptions when these occur? Does the student ensure that their subject knowledge is secure? Does the student select appropriate pedagogy?  S3c-Does the student provide a good model of Standard English, both spoken and written? If the student makes errors, what are these?  S3d-How does the student demonstrate clear understanding of systematic, synthetic phonics when teaching early reading in all contexts? Does the student use a range of appropriate teaching strategies?  S3e-How does the student demonstrate clear understanding of a range of appropriate teaching strategies when teaching mathematics? | | | |
| Clear time limits given for each task.  The video was a good idea and linked to previous activities. However, it would have been beneficial to have used a shorter extract and paused it to discuss and check understanding of features and vocabulary. It would also have provided examples and an opportunity for some to model the activity.  The range of activities and preparation of resources ensured that the children remained focused especially when building on the children’s own experiences and providing a real-life context. The activities required discussion and movement around the classroom showing that you are prepared to take risks and that you are confident in your behaviour management strategies.  Consider how you can use the outside environment to further enrich / engage the children in their learning. | | 1. **Plan and teach well-structured lessons**   S4a –Is the pace of the session appropriate to the needs of the children? Is use of the session time maximised?  S4b-How creative is the student’s teaching: To what extent does the student’s teaching engage and inspire all children? How does the student achieve this?  S4c-Has the student planned appropriate homework tasks for the children? What other contributions has the student made to other out of class learning?  S4e-To what extent does the student contribute their own ideas and develop their own resources? How has the student contributed to team/year group planning? | | | |
| A range of teaching approaches was used effectively to motivate and engage all children throughout the lesson. You provided 3 levels of differentiated activities with support materials. Consider using additional adults to support and challenge different ability groups.  A range of open and closed questions, differentiated for varying ability groups, ensured participation and deeper understanding.  Organisation of resources and classroom ensured that learning commenced immediately and children were focused throughout.  You are beginning to highlight/target individuals and groups on planning – continue to develop this and identify next steps. Seek advice from colleagues on how best to support these individuals and groups.  Tasks are differentiated and lower ability groups are supported. Identify strategies to challenge high ability pupils and allow them to apply their knowledge. | | 1. **Adapt teaching to respond to strengths and needs of all children**   S5a-Does the student use a range of teaching approaches and demonstrate that they differentiate appropriately?  S5b-How well does the student demonstrate that they understand the link between their teaching and classroom and behaviour management?  S5c-In what ways does the student demonstrate that they are aware of, and responsive to, any barriers to learning so that teaching is appropriate for children at different stages of development? Is the student sensitive to children involved in intervention programmes?  S5d-How well does the student meet the needs of children including those eligible for pupil premium, high attaining, underperforming groups and those with special educational needs and/or disabilities How does the student take into account children’s individual targets/IEPs? | | | |
| ‘Show me’ whiteboard activities were used during the lesson to assess pupils – consider other methods and how they may be used to adapt your lesson e.g.split inputs.  Clear success criteria were shared with pupils; however, to maximise the input of this, encourage pupils to refer back to this to help them reflect on their learning.  Develop own assessment records to monitor student progress.  Marking is in-line with school policy. | | 1. **Make accurate and productive use of assessment**   S6 a&b- How does the student use evaluation and assessment to secure children’s progress?  S6c-To what extent does the student set and monitor pupil targets perhaps by use of marking, success criteria, steps to success etc?  S6d-How does the student make good use of oral feedback including praise and questions? Does the student mark children’s work systematically and in line with school policy? | | | |
| You are beginning to apply the school’s behaviour policy within the classroom; your next step now is to be consistent with rewards and sanctions.  You established your expectations at the start of the lesson and revisited throughout the lesson. Be aware of low-level disruptions and your position within the classroom.  Continue to develop your own rewards and sanctions.  Good awareness of the different learning styles ensured participation.  Consider variation of tone and volume to engage pupils. | | 1. **Manage behaviour effectively to ensure good and safe learning environment**   S7a-How does the student establish clear rules and routines for behaviour?  S7b-Does the student have high expectations of behaviour and use a range of behaviour management strategies?  S7c- How effective is the student’s management of children’s behaviour? To what extent does the student manage sessions effectively using approaches to involve and motivate children?  S7d-How does the student maintain effective relationships with children? Do the children respond positively to the student? | | | |
| Good use of Additional Adult Communication pro-forma which is shared before lessons. Ensure that feedback is used to annotate and adapt planning.  Consider how you use additional adults effectively throughout all stages of the lesson and across all ability groups.  You have responded well to advice from your Class Mentor – use professional development to seek advice and observe other colleagues throughout the school to develop your own teaching. | | 1. **Fulfil wider professional responsibilities**   S8c-How effectively does the student plan for additional adults, share plans with them and obtain feedback? How effectively does the student *manage* the work of additional adults?  S8d-To what extent do the student’s session evaluations focus on impact on learning? Do evaluations indicate next steps for the student and the children? Are these evident in subsequent planning? Do evaluations provide evidence of critical consideration of the student’s teaching? How does the student respond to advice from colleagues? | | | |
| **Areas of strength (including reference to the Standards)** | | | | | **Standards** |
| * Appropriate differentiation of independent tasks and questioning – especially for LA. * Good organisation of the classroom and resources so the children could begin learning immediately. * You have good relationships with the children and you have created a positive purposeful working atmosphere. | | | | | 5a  5b  1a |
| **Targets for future action (including reference to the Standards)** | | | | | **Standards** |
| * Use today’s evaluations to plan next steps for individuals and groups – annotate next plans to evidence how lesson has been adapted. * In your next lesson, plan what the AA will be doing at all stages of the lesson in order to support children of all abilities most effectively and ensure you use their feedback to plan next steps. * Develop differentiation and challenge for HA. | | | | | 2b/ 5cd  8c  5d |
| **Observed by** | **Class Mentor/Professional Mentor/Other** | | **University Visiting Tutor** | | |
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