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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:** | |
|  | |  | |  | |
| **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:** | | | |
|  | | 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? | | | |
|  | | 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? | | | |
|  | | 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? | | | |
|  | | 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? | | | |
|  | | 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? | | | |
|  | | 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? | | | |
|  | | 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? | | | |
|  | | 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** |
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| **Targets for future action (including reference to the Standards)** | | | | | **Standards** |
|  | | | | |  |
| **Observed by** | **Class Mentor/Professional Mentor/Other** | | **University Visiting Tutor** | | |
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