**Helpful Hints - Lesson Observations**

**The First Couple of Lessons**

Initially do not set a focus for the lesson observations, do some collaborative planning to assist the trainee in pitching the lesson appropriately and then watch the lesson with no preconceived idea of what you might see or how the teaching might evolve. Having this distance in the first couple of lessons will allow you to see the initial strengths and weaknesses of the trainee.

Try not to insist on an initial focus on behaviour management or delivery alone. Some mentors focus on behaviour first and this takes the trainees focus away from planning and delivering the engaging type of session that will soon dissipate poor behaviour anyway.

The two elements jointly should be seen as key to initial progress.

**After the first couple of lessons……**

**Before The Observation**

Meet with your trainee and establish the main focus for the observation – this will allow you to link the observation to existing targets and also to give specific, target related feedback.

Have a look at the lesson plan as this will allow you to see how the trainee is going to deliver the lesson objectives and will allow you to identify key points in the lesson where the observation focus will be most easily observed. The more familiar you are with the contents of the lesson plan the more you will be able to look up and observe the teaching taking place.

Be prepared – have the observation proforma, note paper, pens and a copy of the lesson plan ready from the start of the lesson.

**During The Observation**

Make observation notes in a way that suits you best. It is fine to write straight on to the observation proforma, but equally it is fine to make notes and copy them up later or to use bullet points which you later expand upon.

Try not to interfere in the lesson process (unless for health and safety reasons). As a known teacher within the school your presence and involvement will alter key elements such as pupil behaviour and engagement. Remaining in the background will allow you to see the trainee’s performance more clearly.

Having identified the lesson observation focus it helps to highlight on the observation proforma the Standards that are associated with that focus. Highlighting the key Standards will ensure that you make comment on whether or not these have been achieved.

Ensure that the strengths and areas for development that emerge from the lesson relate to the agreed focus for the observation. Whilst it is fine to comment on other aspects of the lesson, the agreed focus for the observation must be reflected clearly in the comments made.

**After The Observation**

It is important that feedback occurs as closely as possible after the lesson’s delivery. This allows the trainee to make the strongest links between their own teaching and thoughts related to it and the information and advice that you provide them with in feedback.

Remember that trainees’ can be very sensitive to criticism and so it is important that where you have to be critical of their efforts this is framed with support and advice for how the issues raised can be addressed.

Ensure that the trainee has a copy of the lesson observation and that you also keep a copy so that you will be able to see the flow of progression in the trainee’s performance.

Identify support and strategies for how the areas for development arising from the lesson can be addressed, but also encourage the trainee to be proactive in taking responsibility for identifying how areas for development can be addressed and targets met.

Other staff within the department should be made aware of current or new targets so that the department can assist in supporting and guiding the trainee appropriately.

**Lesson Observation Report Form Placement­: ­\_\_\_\_\_ Week: \_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| * **Tick statements indicating strengths in the lesson.** * **Highlight statements to indicate areas to reflect on.** * **Use these statements as prompts in written feedback.** | Trainee | Date |
| School/College | Number in group |
| Mentor/Teacher/Tutor | Year group/ability information |
| Lesson Topic | Observation Focus (Standards or previous target(s) |
| * Establish a secure learning environment that promotes good pupil progress and behaviour (S1) * Build on, consolidate and extend pupils’ capabilities, prior knowledge and understanding (S2) * Ensure all learners make progress that is at least good (S2) * Have good subject knowledge (S3) * Stimulate and maintain pupils’ interest and curiosity in the subject (S3) * Promote high standards of literacy, numeracy and communication (S3) * Use questioning and discussion to promote learning (S4) * Reflect on learning and teaching (S4) * Use time effectively (S4) * Be aware of the needs of all pupils and differentiate appropriately (S5) * Be aware of potential barriers to learning with an understanding of the needs of all pupils, including those with SEN, EAL and those with disabilities (S5) * Maintain a good relationship with pupils (S7) * Manage pupil behaviour effectively and appropriately inc. low level disruption (S7) * Have clear rules and routines and high expectations of behaviour (S7) * Deploy support staff effectively (S8) | **Teaching and Learning**  Evaluate key features, as appropriate.: behaviour management including low level disruption, resources used, differentiation and individual needs, subject knowledge, numeracy and literacy, SMSC, questioning skills | |
| **Trainee impact on pupil progress / learning** | |
| * Plan well-structured lessons that use time and resources effectively (S4) * Set high expectations (S1) * Show good subject knowledge (S3) * Plan lessons using reflection on teaching (S4) * Promote a love of learning and intellectual curiosity (S4) * Set learning goals that stretch and challenge all pupils (S4, S5) * Differentiate learning appropriately (S4, S5) * Be aware of the needs of all pupils (S5) * Plan lessons using pupil assessment data to extend pupils’ capabilities, knowledge, skills and understanding (S4, S5, S6) | **Planning**  Evaluate key features, as appropriate., timing( phases in lesson) and resources used, differentiation and individual needs,, subject knowledge, numeracy and literacy, SMSC, questioning skills , pupil progression, use of assessment data | |
| * Make use of formative assessment to promote pupil progress and learning (S6) * Use assessment which is appropriate to the subject and curriculum (S6) * Guide pupils to reflect on their progress and their learning needs (S2) * Give pupils regular accurate oral and written feedback and encourage them to respond (S6) | **Assessment of pupil progress**  How are trainees assessing progress during the lesson and techniques used | |
| Standard(s) No(s)  Added by mentor or trainee | **Progress on previous targets: Trainee or mentor to complete**  1.  2.  3. | |
| Standard(s) No(s)  Added by mentor or trainee | **Key strengths of this lesson: At least three - one subject-related**  1.  2.  3. | |
| Standard(s) No(s)  Added by mentor or trainee | **Targets: At least one, up to three. What should be addressed next? Suggest how. (Use weekly mentor meeting to record how)**  1.  2.  3.  **Trainee: consider how these targets will improve your lessons** | |

**CONFIRMATION OF JOINT SUBJECT MENTOR/MMU TUTOR OBSERVATION**

Common format agreed by The University of Manchester and Manchester Metropolitan University