

Subject-Focused Lesson Observation



| Learning, Teaching & Assessment | Learning objective may be appropriate but not explained or put into context sufficiently. | Appropriate learning objective and success criteria visible (if age appropriate). These may not be fully explained or referred to during the lesson. | Appropriate and clear learning objective with success criteria explained. These are visible and referred to throughout the lesson. |
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| | No defined plenary or opportunity created for pupils to reflect on their learning. | Minimal or rushed plenary time. This may be used as an opportunity for self-assessment against the learning objective but may not explore how the teaching has supported pupil progress. No reference made to future learning. | Plenaries are used to recap and extend learning or address misconceptions. Pupils are beginning to explain what they have learned and are supported as they consider how this links to future learning. |
| | Little evidence of questions being used to support pupil learning. | Trainee beginning to use questions to support understanding and encourage learning. | Open and differentiated questioning used to encourage full responses, with opportunities for pupils to justify their thoughts. |
| | Learning objective is not reflected by the planned activities. Little evidence of learning being supported by interactive teaching strategies. Pupils are generally passive. | Teaching and learning activities reflect the intended learning objective. Pupil learning and engagement is supported by interactive teaching strategies. | Pupils are engaged and eager to learn. Activities and teaching input support pupils of all abilities in making progress. |
| Pupil progress & Learning | Little or no awareness of pupils' capabilities or how to develop knowledge through effective use of lesson time. | Some awareness of pupils' capabilities and prior learning. Trainee demonstrates an ability to use the lesson to extend pupil knowledge and understanding. | Pupil learning is supported by teaching that is responsive and adaptable. Feedback to learners helps them to understand what they need to do to move improve. |
| | No evidence to suggest that the trainee understands how and when to differentiate appropriately. Pupil learning and progress are inhibited. | Trainee understands the needs of individuals and groups, and how to provide differentiated support that enables learning. | Consistently uses a range of differentiated approaches to enable pupil learning. Trainee is able to use strategies to challenge and motivate where attainment might be low. |
| | Learning is not supported by effective teaching strategies. Pupils often passive. | Strategies and activities modelled support pupil learning. The classroom environment and resources support pupil progress. | Trainee is confident in modelling a range of strategies that support learning. Creative use of resources ensures that pupils are engaged and able to make progress. |
| Subject Knowledge/Pupil Learning | Trainee's knowledge of the subject/curriculum area is weak and inhibits pupil learning. | Pupil learning is supported by secure subject/curriculum knowledge. Trainee is able to foster an interest in the subject and address misconceptions. | Pupil learning and interest is enhanced by the trainee's subject knowledge and curriculum expertise. Trainee draws on this to provide a range of explanations so that pupils develop a body of knowledge and skills. |
| Behaviour for Learning | Learning is inhibited as the trainee does not demonstrate high expectations of behaviour or employ effective strategies. | Trainee has high expectations of behaviour and uses a range of strategies including praise, sanctions and rewards to maintain the learning environment. | Pupils clearly understand expectations and respond well to the consistent and effective use of praise, support and behaviour management strategies. A calm working environment conducive to learning. |
| | Pupils unaware of what they have to do/what they are learning. | Pupils understand what they are learning and are generally focused on the task. | Pupils are motivated to learn and engage enthusiastically with the tasks and activities. |
| | Additional adults not used consistently or effectively during the lesson. | Resources are prepared and used appropriately throughout the lesson. This includes the deployment of additional adults working in the classroom. | Pupil learning is supported by the effective use of resources and involvement of additional adults working in the classroom. |
| | | | Pupil learning is fully supported by additional adults who contribute to maximum effect in different phases of the lesson. The trainee works collaboratively to ensure all pupils are supported in making progress. |

Lesson Observation Number:

Where this fits into a sequence of lessons :

Subject-Focused Lesson Observation



NEWCASTLE

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| Trainee Name | | Date | |
| Observer | | Time | |
| Subject Focus | | KS/Year | |

| Focus and context of observation Mentor will have discussed this with the trainee prior to observation. Reference should be made to current targets set in weekly review. | | | |
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| Summary of key strengths following observation: | | | |
| Learning, Teaching & Assessment: | | | |
| Pupil Progress & Learning: | | | |
| Subject Knowledge & Pupil Learning: | | | |
| Behaviour for Learning: | | | |
| Specific targets to enable trainees to make progress, including subject specific targets. Please include any strategies you recommend; these will be used to inform feedback in the weekly review of progress. <small>(During teaching, students should consistently demonstrate appropriate behaviours and attitudes as identified within Part 2 of the 2012 Teacher Standards)</small> | | | |