

Formal_Cardinal Allen - Lesson Obs

Record Date: 01/09/2020 Status: New

Observer List	Wilkinson; Jenna (JW)
Faculty/Subject/Staff	Faculty: English Subject: English Literature Staff: Killen; Cassie (CK)
Class Name	En11EG03
Class Context	PP: 3, SEND: 6, EFL: 0, High Achievers: 4, Low Achiever: 16, Boys: 14, Girls: 11

Details

Lesson and Seating Plan?

Student Data Provided?

Agreed Focus

Evaluation

1. Subject and curriculum knowledge (TS3)

- Understanding of component knowledge required to shape & adjust the lesson to meet pupils' needs as the lesson progresses
- Reference to prior learning & how lesson fits into the intended big picture
- Use of effective strategies to retrieve & practise previously learned skills & knowledge.
- Lesson is correctly sequenced in the scheme of work
- Sequenced so that pupils accumulate knowledge, understanding & skills to secure future learning
- Strategies to support reading/vocab/numeracy

Outcome:

2. Progress and Assessment (TS2, TS6)

- The learning of all groups of pupils is consistently good or better
- Pupils' understanding is checked systematically
- Progress is measured against objectives/outcomes/success criteria
- Explicit, detailed & constructive feedback is given
- Pupils develop detailed knowledge & skills over time & are confident in explaining prior learning & make strong connections with current learning
- Teachers possess good questioning skills which probe the depth of knowledge & understanding of all pupils

Outcome:

3. High Expectations and challenge (TS1)

- Lesson content is suitably demanding and supports learning
- The lesson is appropriate to the age group and does not lower expectations
- Additional challenge is used where appropriate for more able pupils
- Resources given to pupils are well matched to intended objectives/outcomes
- Pupils are given the opportunity to work independently

Outcome:

4. Lesson planning and delivery (TS4 & TS5)

- Good communication skills with clear instruction/explanation which is understood
- Relevant and appropriate resources during presentation to clarify meaning
- Teaching is adapted effectively to provide for the learning needs within the group
- Effective scaffolding is used where appropriate
- Modelling is used effectively to demonstrate the intended outcome
- Structured pair/group work is used where appropriate
- Effective use of lesson time
- Learning routines are highly effective

Outcome:

5. Pupil behaviour and attitudes (TS7)

- Teacher communicates clear expectations which are understood and consistently upheld by use of the behaviour policy
- Teacher creates a supportive classroom focused on learning
- Pupils consistently display a positive attitude to learning which has a very strong impact on their progress in the lesson
- There is a positive relationship between teacher and pupils which contributes to their learning
- Pupils take pride in their work

Outcome:

What went well?

What went well? 1

Outcome:

Comments:

What went well? 2

Outcome:

Comments:

What went well? 3

Outcome:

Comments:

Even better if?

Even better if? 1

Outcome:

Comments:

Even better if? 2

Outcome:

Comments:

Even better if? 3

Outcome:

Comments:

Was the lesson good or better?

Outcome:

Agreed CPD routes

Outcome:

Comments:

Reflection

Observee- please add your comments to the following reflection questions:

1. What has been the impact of your actions taken to improve your own teaching?
2. How would you justify your choice of approach to teaching this section of the SOW?
3. How does this link to the overall learning sequence in the SOW?
4. What are the areas for improvement within your teaching practice, taking both the lesson observed and day to day teaching into account?

Comments:

Criteria Appendix

1. Subject and curriculum knowledge (TS3)

Strong - Strong
 Expected - Expected
 Development R - Development Required

2. Progress and Assessment (TS2, TS6)

Strong - Strong
 Expected - Expected
 Development R - Development Required

3. High Expectations and challenge (TS1)

Strong - Strong
 Expected - Expected
 Development R - Development Required

4. Lesson planning and delivery (TS4 & TS5)

Strong - Strong
 Expected - Expected
 Development R - Development Required

5. Pupil behaviour and attitudes (TS7)

Strong - Strong
 Expected - Expected
 Development R - Development Required

What went well? 1

TS1 - High Expectations
 TS2 - Progress
 TS3 - Subject Knowledge
 TS4 - Planning and Teaching
 TS5 - Challenge & Differentiation
 TS6 - Assessment
 TS7 - Behaviour

What went well? 2

TS1 - High Expectations
 TS2 - Progress
 TS3 - Subject Knowledge
 TS4 - Planning and Teaching
 TS5 - Challenge & Differentiation
 TS6 - Assessment
 TS7 - Behaviour

What went well? 3

TS1 - High Expectations
 TS2 - Progress
 TS3 - Subject Knowledge
 TS4 - Planning and Teaching
 TS5 - Challenge & Differentiation
 TS6 - Assessment
 TS7 - Behaviour

Even better if? 1

TS1 - High Expectations
 TS2 - Progress
 TS3 - Subject Knowledge

TS4 - Planning and Teaching
TS5 - Challenge & Differentiation
TS6 - Assessment
TS7 - Behaviour

Even better if? 2

TS1 - High Expectations
TS2 - Progress
TS3 - Subject Knowledge
TS4 - Planning and Teaching
TS5 - Challenge & Differentiation
TS6 - Assessment
TS7 - Behaviour

Even better if? 3

TS1 - High Expectations
TS2 - Progress
TS3 - Subject Knowledge
TS4 - Planning and Teaching
TS5 - Challenge & Differentiation
TS6 - Assessment
TS7 - Behaviour

Was the lesson good or better?

Yes - Yes
No - No

Agreed CPD routes

Behaviour - Behaviour Management
Questioning - Questioning
Challenge - Challenge
Assessment - Assessment
First Aid - First Aid
SEND - SEND
Differentiation - Differentiation
Leadership - Leadership
Subject - Subject Knowledge
Other - Other - Please Specify