Formal_Conyers QA Proforma

Record Date: 01/09/2020   Status: New

Observer List	Wilkinson; Jenna (JW)

Faculty/Subject/Staff	Faculty: Design and Technology Subject: Art Staff: Waters; April (AWA)

Formal_Conyers QA Proforma

Record Date: 01/09/2020   Status: New

Observation Guidance

General Prompts:

Conyers 10:
Expectations, Planning, Seating, Variety, Questioning, Challenge, Differentiation, Pace. Feedback and Relationships.

Effective Feedback:
Q&A, Praise, Challenge, Books checked and Class file.

Core Skills:
Support for Reading, Writing, Communication and Maths

Classroom Climate:
Expectations, Positive relations, Praise, Display and resources, and Environmental standards

Expectations:
Teaching file? Class Context with latest data? Lesson Plan? Seating Plan?

Starter
Does it involve all students?, Is it an effective hook?

Teacher input
Subject knowledge, Connection to big picture?, Pace? Effective questioning?, Variety of teaching styles?, Resources?

Student activity
Activities to practise skills?, Learning styles?, Engagement?, Independence?, Challenge? Collaboration?, How do students demonstrate learning?, Varied opportunities to process learning? Includes all students?

Plenary
Is the learning shared?, Discuss, debrief, link to LO?, Progression?, Project forward to next lesson?, Assessment for Learning?

Notes

Comments:

Quality Assurance Summary

Checking Understanding
Understanding is checked and teaching adapted where necessary

Outcome:

Learner Attitudes to Learning
Learners demonstrate a positive attitude to their learning

Outcome:

Literacy Development
Teaching including the teacher's own reading, writing & spelling develops literacy

Outcome:

Developing Long Term Memory and Fluency
Teaching helps learners remember long term and develops fluency

Outcome:

Learner Behaviour
Learners' behaviour is well managed so that learning is not disrupted

Outcome:

Meeting All Learner's Needs
Learning provides appropriate challenge for all learners, including those with SEN.

Outcome:

Planning and Sequencing
Learning is well planned and sequenced

Outcome:

Resource Focus and Workload
Resources focus on learning and do not increase teacher workload unnecessarily

Outcome:

Subject and Pedagogical Knowledge
The teacher's subject and pedagogical knowledge are strong

Outcome:

Quality of Books
Books indicate high expectations.

Outcome:

Feedback and Next Steps

Feedback and Next Steps
• To what extent was the lesson plan driven by learning needs?
• How did they assess what students are learning and what use do they make of this information?
• How confident are they in delivering their subject(s)?
• What is the quality of CPD? What has been the impact on your practice?
• How do leaders help you manage your workload?

Comments:

Criteria Appendix

▌ Checking Understanding

Strongly Agree - Strongly Agree
Agree - Agree
Disagree - Disagree
Strongly Disag - Strongly Disagree

▌ Learner Attitudes to Learning

Strongly Agree - Strongly Agree
Agree - Agree
Disagree - Disagree
Strongly Disag - Strongly Disagree

▌ Literacy Development

Strongly Agree - Strongly Agree
Agree - Agree
Disagree - Disagree
Strongly Disag - Strongly Disagree

▌ Developing Long Term Memory and Fluency

Strongly Agree - Strongly Agree
Agree - Agree
Disagree - Disagree
Strongly Disag - Strongly Disagree

▌ Learner Behaviour

Strongly Agree - Strongly Agree
Agree - Agree
Disagree - Disagree
Strongly Disag - Strongly Disagree

▌ Meeting All Learner's Needs

Strongly Agree - Strongly Agree
Agree - Agree
Disagree - Disagree
Strongly Disag - Strongly Disagree

▌ Planning and Sequencing

Strongly Agree - Strongly Agree
Agree - Agree
Disagree - Disagree
Strongly Disag - Strongly Disagree

▌ Resource Focus and Workload

Strongly Agree - Strongly Agree
Agree - Agree
Disagree - Disagree
Strongly Disag - Strongly Disagree

▌ Subject and Pedagogical Knowledge

Strongly Agree - Strongly Agree
Agree - Agree
Disagree - Disagree
Strongly Disag - Strongly Disagree

Quality of Books

Strongly Agree - Strongly Agree
Agree - Agree
Disagree - Disagree
Strongly Disag - Strongly Disagree

Strongly Agree - Strongly Agree
Agree - Agree
Disagree - Disagree
Strongly Disag - Strongly Disagree