Observe
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Coaching and Self Evaluation Journal

This template is a working document staff can continue to add to throughout the academic year.

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Focus Areas
Area of Strength 1

Areas for Development 1

Journal Entry
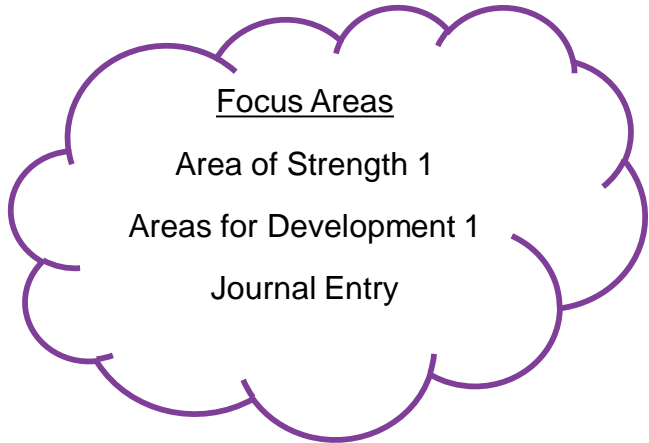
A short form staff can complete. It allows staff to reflect on their practice and provide notes throughout the year on how they are improving.

Coaching Record

Areas of Strength 1   Outcome: **Engagement**

WWW

Engagement

Comments:

I have planned engaging tasks for students - especially the lower ability groups and have found they are progressing really well.
I am trying to avoid "in seat" tasks and encourage active learning with a range of activities getting students up and actively looking for knowledge

💬 0 🔗 0 📝 0   Add +

Areas for Development 1   Outcome: **Questioning**

EBI:

Questioning

Comments:

I need to focus on varied questioning techniques. It has been identified that I need to stretch student answers and encourage more evaluation of feedback on the spot rather than just in books.

💬 0 🔗 0 📝 0   Add +

Journal

Journal Entry

Comments:

23/1/2020 -I have arranged to observe H McKune intervention group. She has always been very good with questioning and has a similar teaching style to myself.
I have also been reminding myself of blooms taxonomy and will create some posters for my classroom as a handy reminder for when I am teaching.

3/2/2020 - Researched some questioning styles, resources and possible CPD options

7/2/2020 - Observed C Batt with year 9 group to focus on questioning techniques

💬 0 🔗 0 📝 0   Add +

Outcome set
"Area of Strength" and "Area for Development"

Outcomes in both:

Assessment
Challenge
Questioning
Differentiation
Behaviour
Engagement
Literacy
Numeracy

As our system allows you to unpublish and modify records as many times as you need to, you can easily create working documents staff can publish and unpublish when needed.

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This outcome set also provides a great opportunity to encourage peer mentoring and in house CPD sessions.

Outcome set
"Area of Strength" and "Area for Development"

Outcomes in both:

Assessment
Challenge
Questioning
Differentiation
Behaviour
Engagement
Literacy
Numeracy

Focus Areas

Area of Strength

Areas for Development

This example has the focus areas numbered 1. This is because one focus area cannot have multiple outcomes. If you wanted more than one strength/development you would need multiple focus areas.

Coaching Record

Areas of Strength 1   Outcome: **Engagement**

WWW

Engagement

Comments:

I have planned engaging tasks for students - especially the lower ability groups and have found they are progressing really well.
I am trying to avoid "in seat" tasks and encourage active learning with a range of activities getting students up and actively looking for knowledge

💬 0   📎 0   📝 0   Add +

Areas for Development 1   Outcome: **Questioning**

EBI:

Questioning

Comments:

I need to focus on varied questioning techniques. It has been identified that I need to stretch student answers and encourage more evaluation of feedback on the spot rather than just in books.

💬 0   📎 0   📝 0   Add +

Schools no longer have to use the traditional Ofsted grading any more. However, including an Areas of Strength and Development outcome can provide some great insight.

By using two different outcome sets with the same outcomes of T&L principals, you can easily identify strengths and weaknesses within the school at a glance.

![Observe logo] **Observe**
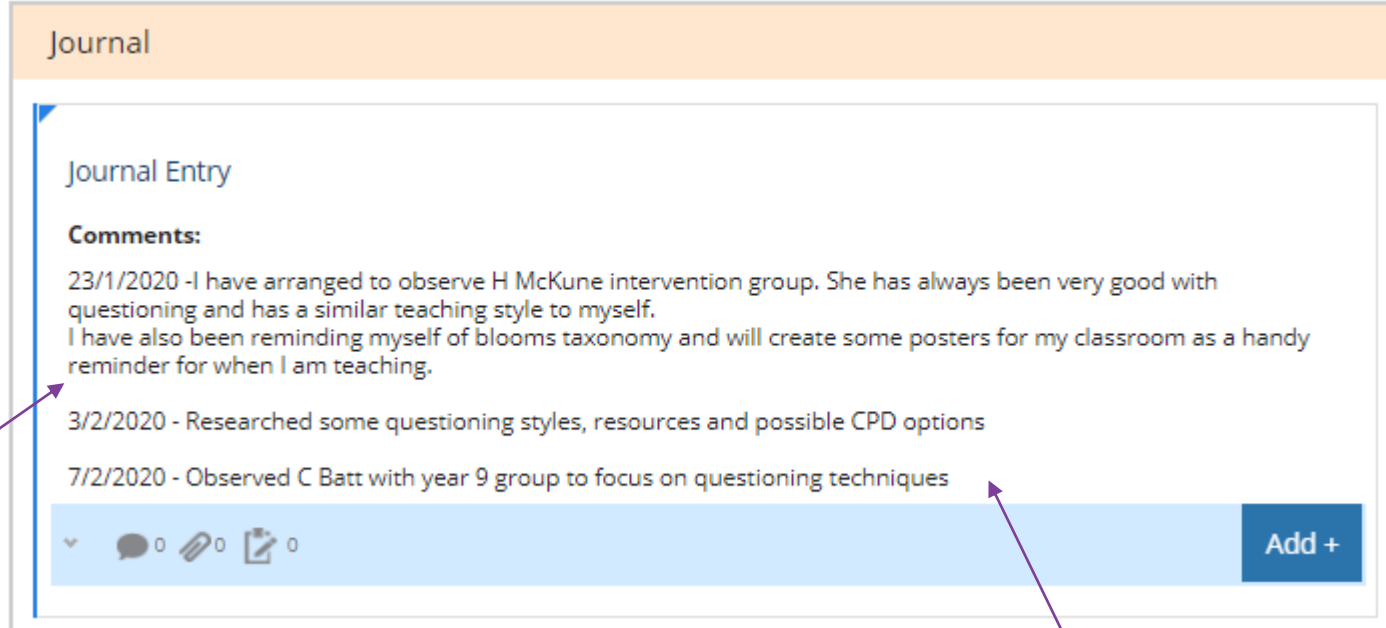SISRA Inform · Share · Reflect

Focus Areas

Journal Entry

A link to this document could also be uploaded as a resource to provide evidence during appraisals and line management meetings.

Journal

Journal Entry

Comments:

23/1/2020 -I have arranged to observe H McKune intervention group. She has always been very good with questioning and has a similar teaching style to myself.
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💬0 📎0 📝0   Add +

Staff can unpublish and modify records when needed so long as they are the creators/observers.

This encourages staff to use this as a working journal entry to reflect on development.

Staff can add reflections, resources and actions to records in view mode.

This allows them to set reminders, next steps and upload any resources or evidence of development.

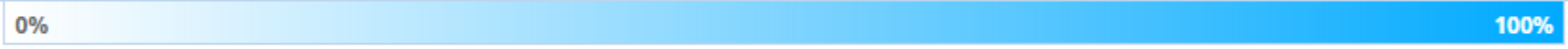**Observe**
SISRA · Inform · Share · Reflect
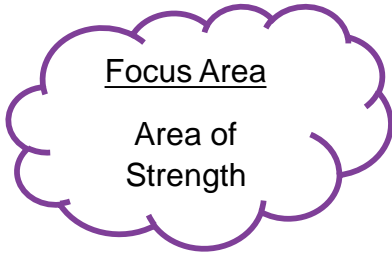
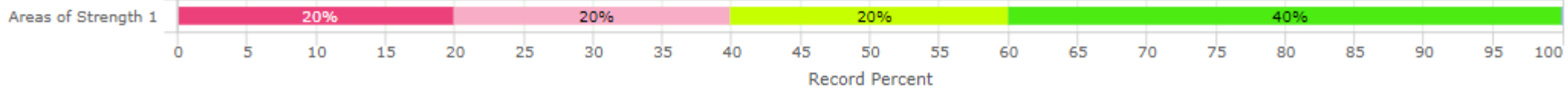Outcome set
Areas of Strength

Outcomes:

Assessment
Challenge
Questioning
Differentiation
Behaviour
Engagement
Literacy
Numeracy

Areas of Strength ?

Focus Area Name	Assessment (%)	Challenge (%)	Questioning (%)	Differentiation (%)	Behaviour (%)	Engagement (%)	Literacy (%)	Numeracy (%)	Record Count
Areas of Strength 1	20.0	20.0	0.0	20.0	0.0	40.0	0.0	0.0	5
Total	1	1	0	1	0	2	0	0	

0%　　　　　　　　　　　　　　　　　　　　100%

Areas of Strength

Areas of Strength 1: 20% | 20% | 20% | 40%

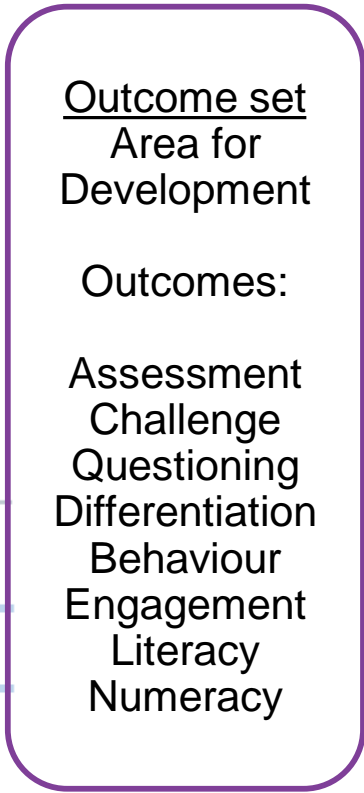0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100
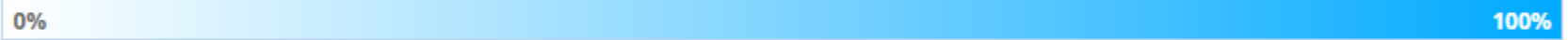Record Percent

■ Assessment (%)　■ Challenge (%)　■ Questioning (%)　■ Differentiation (%)　■ Behaviour (%)　■ Engagement (%)　■ Literacy (%)　■ Numeracy (%)

By using two different outcome sets with the same outcomes of T&L principals, you can easily identify strengths and weaknesses within the school at a glance. It is also easy to identify and arrange opportunities for peer observations and mentoring.
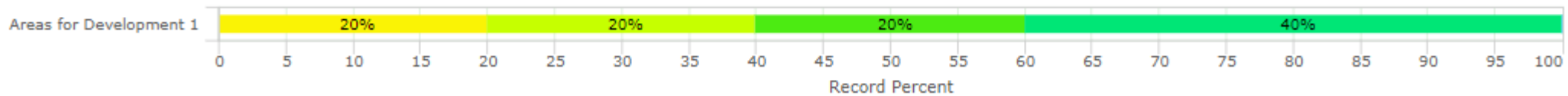
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Areas for Development ?

Focus Area Name	Assessment (%)	Challenge (%)	Questioning (%)	Differentiation (%)	Behaviour (%)	Engagement (%)	Literacy (%)	Numeracy (%)	Record Count
Areas for Development 1	0.0	0.0	20.0	20.0	20.0	40.0	0.0	0.0	5
Total	0	0	1	1	1	2	0	0	

0%   100%

Areas for Development

Areas for Development 1	20%	20%	20%	40%

Record Percent

■ Assessment (%) ■ Challenge (%) ■ Questioning (%) ■ Differentiation (%) ■ Behaviour (%) ■ Engagement (%) ■ Literacy (%) ■ Numeracy (%)

By using two different outcome sets with the same outcomes of T&L principals, you can easily identify strengths and weaknesses within the school at a glance. It is also easy to identify and arrange opportunities for peer observations and mentoring.