

Click here to see an example of this template as a record.

Self-Evaluation form to reflect on recorded/online teaching

A form for the evaluation of online teaching or self-recording of classroom lessons.

Based on the following article:

<https://eltplanning.com/2020/05/12/video-observations-online-teaching/>

Fields

Label explaining procedure

SEF Lesson recording

Details

After recording one of your lessons, you can either review the entire lesson or a snapshot of some key learning. Take the time to watch yourself and consider some of the following main focus areas:

Explanations

Pace

Interaction between students

Voice and Language

Engagement and Attentiveness,

SEF Lesson Recording

Whole Lesson

Fields are used when information is needed – such as contextual information – but it does not need to be quantified in any way. If you need to see the responses in reports, use a focus area.

Labels are uneditable blocks of text which can be added to a template. These allow for information to be included within records such as a reminder of the observation process.

The use of a dropdown list allows for a limited response from staff. In this example I have the options to select: Whole lesson; Half Lesson; Snapshot. While this information does not need to be quantified it is useful to know how long was observed in individual lessons.

Focus Areas
Explanations
Pace of Learning

This form provides a simple way to reflect on teaching – this could be through recording your own practice and then reflecting.

Reflections

Explanations Outcome: **Further Develop**

*Do I ensure that tasks are fully explained?
Do I address misconceptions?
Do I use AFL techniques to check students have understood my explanations?
How do I assess if students have understood explanations?*

Further Development Needed

Comments:
Some of my explanations are very long winded. I need to focus on making explanations concise and clear.

▼ 0 0 0 0 **Add +**

Pace of learning Outcome: **Excellent**

*Do I give students time to process instructions and questions before answering?
Do I give enough time for students to complete tasks?
Do I give too much time for some tasks?
Am I able to pace my lessons effectively?*

Excellent

Comments:
I believe I allow students enough time to consider their responses when I am asking questions to the class. Timers within my Powerpoints have really helped to improve my pacing of tasks and keeps students engaged.

▼ 0 0 0 0 **Add +**

Outcome set
"SEF"

Outcomes:
Excellent
Good
Further Develop
Support – Support to Improve
Needs Support
Not Seen
N/A

This outcome set allows for self reflection while also being able to highlight to leaders when support may be needed.










Focus Areas

Interaction

Voice and Language

Engagement and
Attentiveness

Focus areas allow for staff to engage with their records without being able to edit the observers' notes. Staff can use the "View" mode to add reflections, upload resources or create actions.

<p>Interaction Outcome: Excellent</p> <p><i>Do I encourage students to work together? Are my lessons mainly teacher-led? Do I use opportunities for "Think, Pair Share" and other work with a partner? Do I plan for group activities?</i></p> <p>Excellent</p> <p>Comments: I love to use think, pair, share starter activities within most lessons and I always encourage peer discussion before we begin analysis of language. I believe that this gives students time to feel confident in their ideas and possible responses. I like to use group activities for speaking and listening tasks as well as carousels for generating lots of ideas from everyone in a short amount of time.</p> <p>   Add +</p>
<p>Voice and Language Outcome: Good</p> <p><i>Do I sound interesting? Do I use appropriate language? Do I use tone/intonation (and gestures) to signpost questions?</i></p> <p>Good</p> <p>Comments: I use "Like" a lot within my speech and need to work on this. I am clear in my speech and use a range of tone when addressing the class.</p> <p>   Add +</p>
<p>Engagement and Attentiveness Outcome: Good</p> <p><i>Do I keep students engaged with the topic? Do students actively ask questions?</i></p> <p>Good</p> <p>Comments: Students are engaged in the lesson. I would attribute this to the range of activities I had planned to keep them in and out of their seats and actively participating. It would be interesting to see the difference in an assessment lesson where much of the lesson will be writing for extended periods of time.</p> <p>   Add +</p>

Outcome set
"SEF"

Outcomes:
Excellent
Good
Further Develop
Support – Support to Improve
Needs Support
Not Seen
N/A

This outcome allows for easy identification of key aspects of a lesson and to easily pinpoint areas of good practice and practice which could be developed.

Focus Areas
What am I doing well?
What could I improve?

Evaluation

What am I doing well? Outcome: Interaction
What went well in your lesson? What are you proud of?

Interaction of Students

Comments:
I use group work really well throughout my lesson and consistently plan this into all my classes. Students know what is expected of them during this time and it allows for a deeper level of responses.

What could I improve? Outcome: Explanations
What do you need support with? What could be developed further?

Explanations


Comments:
I need to focus on making sure my explanations are clear and concise. I will look at AFL techniques to have students repeat explanations in their own words to check understanding rather than me repeating it to them when it might not be needed.

Outcome set
"SEF
Strength/Dev"

Outcomes:
Explanations
Pace
Interaction
Voice/Language
Engagement

Senior leaders will be able to use this information to identify good practice and also implement any support needed. They can easily identify if specific areas are needed for whole school improvement.

This outcome allows for easy identification of key strengths and areas for development. Staff are able to be reflective with their practice and identify areas for improvement which could then be worked on through additional CPD.



What would this
look like in
reports?

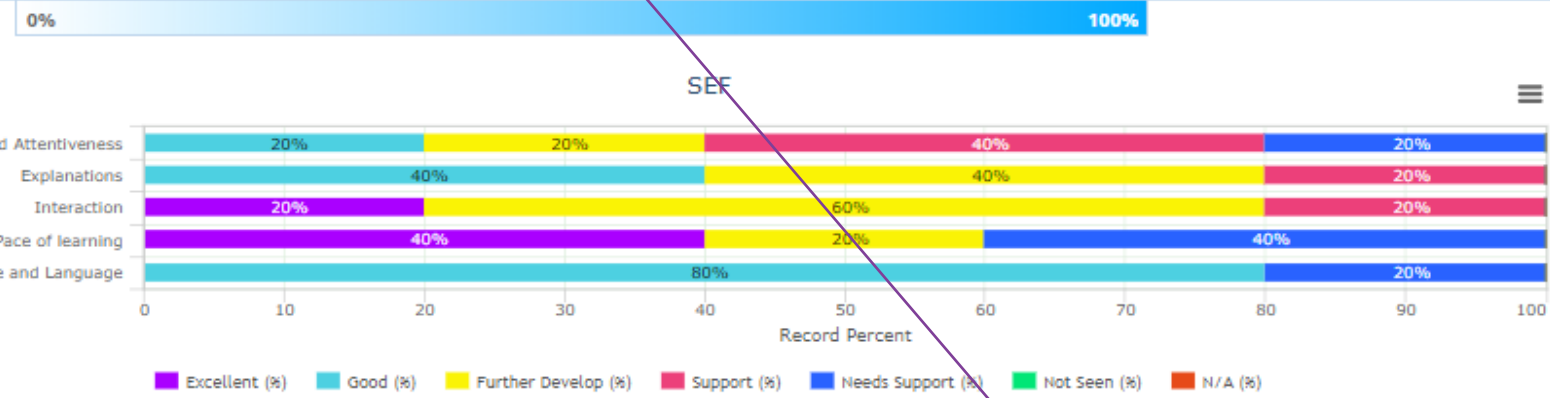
SEF ?

Values have been added to this outcome set. This allows for averages to be calculated within reports.

- Focus Areas**
- Explanations
 - Pace of Learning
 - Interaction
 - Voice and Language
 - Engagement and Attentiveness

Focus Area Name	Excellent (%)	Good (%)	Further Develop (%)	Support (%)	Needs Support (%)	Not Seen (%)	N/A (%)	Record Count	Average Outcome
Engagement and Attentiveness	0.0	20.0	20.0	40.0	20.0	0.0	0.0	5	Support
Explanations	0.0	40.0	40.0	20.0	0.0	0.0	0.0	5	Further Develop
Interaction	20.0	0.0	60.0	20.0	0.0	0.0	0.0	5	Further Develop
Pace of learning	40.0	0.0	20.0	0.0	40.0	0.0	0.0	5	Further Develop
Voice and Language	0.0	80.0	0.0	0.0	20.0	0.0	0.0	5	Further Develop
Total	3	7	7	4	4	0	0		

- Outcome set "SEF"**
- Outcomes:
- Excellent
 - Good
 - Further Develop
 - Support – Support to Improve
 - Needs Support
 - Not Seen
 - N/A



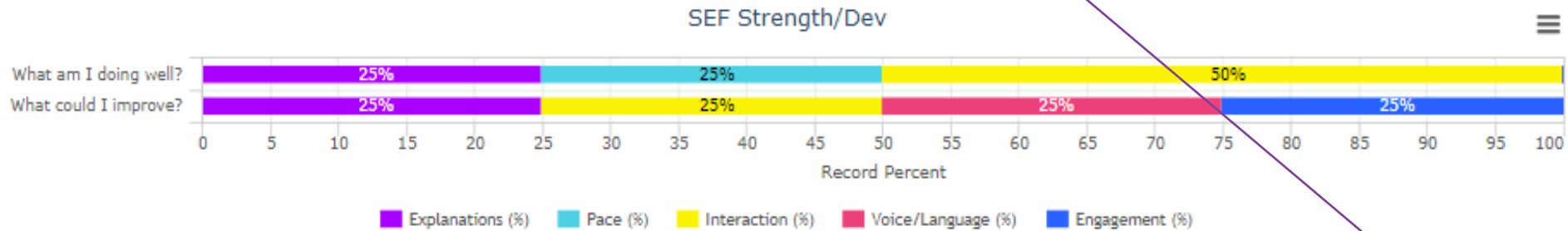
Easy at a glance analysis for staff to be able to evaluate good practice and implement any needed support. It allows for simple analysis to determine targets for development.

Focus Areas
 What am I doing well?
 What could I improve?

Outcome set
 "SEF
 Strength/Dev"
 Outcomes:
 Explanations
 Pace
 Interaction
 Voice/Language
 Engagement

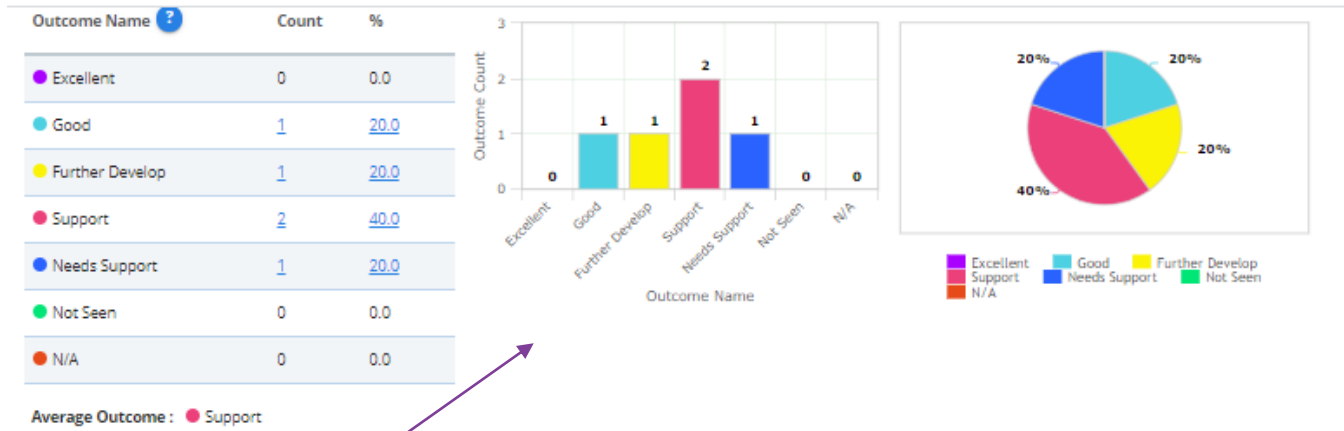
SEF Strength/Dev ?

Focus Area Name	Explanations (%)	Pace (%)	Interaction (%)	Voice/Language (%)	Engagement (%)	Record Count
What am I doing well?	25.0	25.0	50.0	0.0	0.0	4
What could I improve?	25.0	0.0	25.0	25.0	25.0	4
Total	2	1	3	1	1	
	0%					100%



Easy at a glance analysis for leaders to be able to evaluate good practice and implement any needed support. It allows for simple analysis to determine whether whole school CPD may be needed to improve specific areas.

Focus Area Explanations



Outcome set "SEF"

Outcomes:
Excellent
Good
Further Develop
Support – Support to Improve
Needs Support
Not Seen
N/A

Focus Area Reports

By clicking into a focus area (The blue title of the row within your table) you can see a detailed analysis of results. Charts and graphs can be exported if needed.

Detailed Information

Category	Faculty	Subject	Staff						
Staff	Excellent (%)	Good (%)	Further Develop (%)	Support (%)	Needs Support (%)	Not Seen (%)	N/A (%)	Total	Average Outcome
Richardson: Trevor (TR)	0	0	100.0	0	0	0	0	1	Further Develop
Thomas: Clara (CT)	0	0	0	100.0	0	0	0	1	Support
Wilkinson: Jenna (JAW)	0	100.0	0	0	0	0	0	1	Good
Williams: Jon (JWI)	0	0	0	100.0	0	0	0	1	Support

Detailed information

Allows for leaders to filter results by category, faculty, subject or staff. This allows for easy identification.

This template has been replicated within a SISRA system. All data is demonstrative.