Expert Teaching Observation Form

A form to revisit throughout the academic year focusing on Rosenshine's principals.

This form summarises the practices of expert teachers. It should not be used as a checklist or for accountability. It is a way of reflecting on expert practice and using simple strategies to inform discussion. You should not expect to see all of the below in one lesson.

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

Label fields are an uneditable block of text which helps to provide additional information and prompts on a record. This example has the prompt that these principals do not need to be viewed in every lesson but are continuous developments which can be made.

Expert Teaching Observation Form

The form below summarises the practices of expert teachers. It should not be used as a checklist or for accountability. It is a way of reflecting on expert practice and using simple strategies to inform discussion. The first column summarises the expert practice, and the second column provides room to comment with prompts. You should not expect to see all of the below in one lesson.

Topic

Writing to persuade

Fields should be used to gather contextual information which does not need to be quantified within reports. Common uses of fields are: Period of the day; No of students present; Topic; Learning Objective etc. If you need the information to pull through to reports – I would suggest using a focus area instead.
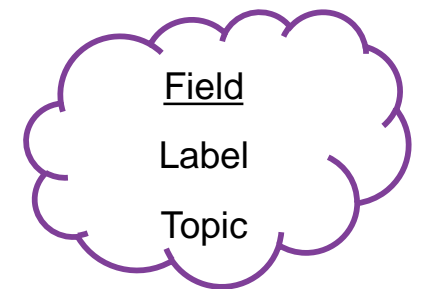
Field
Label
Topic

Observe
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Retrieval

Begin   learning with a review of prior knowledge

How does the teacher "activate" prior knowledge? How relevant is it to the coming learning sequence? Does the teacher verbally recap or do they use techniques which involve student retrieval?

Comments:

Starter task is a "match up" activity recapping AFOREST. Students are timed and a extension task of creating their own examples is at the bottom to challenge high achievers.

⌄ 💬 0 📎 0 📝 0   Add +

Regularly revisit prior learning

Does the teacher ensure that students are regularly re-exposed to material from a long time ago? You may not see routines in one lesson – ask about it in post-observation discussion.

Comments:

AFOREST is frequently called up and other persuasive techniques. Students are familiar with some but not all techniques so this regular review is beneficial.

⌄ 💬 0 📎 0 📝 0   Add +

Retrieval Ratio

How does the teacher ensure that all students are thinking and retrieving?

Comments:

Starter tasks for all students to complete. Regularly checking with students for examples and explanations of each technique.

⌄ 💬 0 📎 0 📝 0   Add +

Focus Areas

Begin learning with a review of prior knowledge

Regularly revisit prior knowledge

Retrieval ratio

![Observe logo] **Observe**
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Explanation

Limit the amount of subject material

Limit the amount of subject material students receive at one time.
How has the teacher broken down the material into small chunks? It will be easier to understand the teacher's processes if you are a subject expert, if not then it is worth talking to them about it in post-observation discussion.

Comments:

Starter task given to students and charity brochures handed out for students to engage with. Materials are provided when needed and explained clearly before handout to class.

Year 11 lesson - 9/10 - Students have extracts glued into their books prior to the lesson. Time was spent going through the extract in small chunks to ensure understanding before continuing.

💬 0 📎 0 📝 0   **Add +**

Anticipate the novelty of material

When explaining, does the teacher take into full account student prior knowledge? Does the teacher use vocabulary which is not necessarily technical but may be unknown to the students?

Comments:

AFOREST was known to the students previously - this was refreshed with the starter task.

💬 0 📎 0 📝 0   **Add +**

Explanations should be clear and well-sequenced

How clear is the teacher's diction? How well do the ideas flow one to the next? Are there any missing links?

Comments:

Year 11 - 9/10 - Explanations are extremely clear and students are obviously familiar with the routines of the lessons. Understanding is checked before moving on to the next task.

💬 0 📎 0 📝 0   **Add +**

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

**Focus Area**

Limit the amount of subject material

Anticipate the novelty of material

Explanations should be clear and well sequenced

As out system allows for multiple modifications to be made on records, forms can be used as working documents. Rosenshine's principals are not expected to be seen within every lesson, so this form allows for a continuous document throughout the observation cycles.
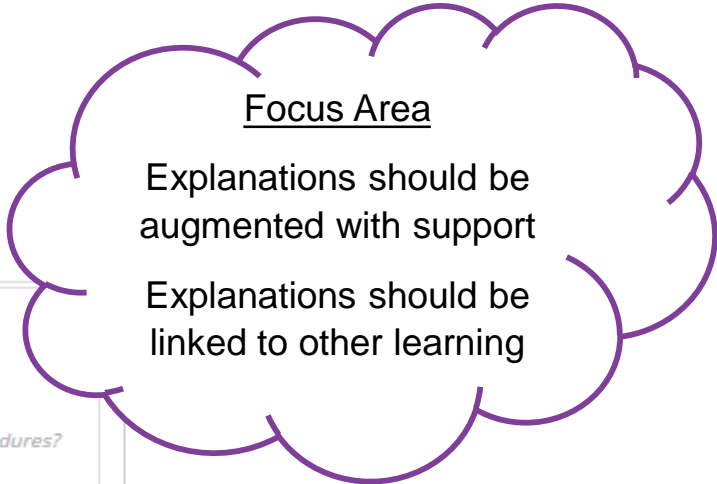
Observe

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Focus Area

Explanations should be augmented with support

Explanations should be linked to other learning

Explanations should be augmented with support

Explanations should be augmented with supportive techniques
Does the teacher use diagrams, models, worked examples or concrete representations? Do they think aloud when explaining procedures?

Comments:

Year 9 - 12/10 - Models were provided to students during their assessment preparation. Teacher completed a class model on the board with input from students. They also used think - pair - share to analyse quotations and sentence starters provided for students.

0   0   0   Add +

Explanations should be linked to other learning

How does the teacher uncover the links between current material and already learnt material?

Comments:

AFOREST techniques are discussed in relation to previous learning and writing a letter to persuade. The task in this lesson is to create a persuasive charity brochure.

0   0   0   Add +

Outcomes are not used and this form is mainly comment based. All comments entered within focus areas will pull through into the details section of reports.

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Practice

Bridge the gap - instruction and student practice

Bridge the gap between instruction and student independent practice
How does the teacher check that students understood the instruction? Does the teacher provide guided practice work? Do they circulate the classroom to check student work once they start independently? Do they anticipate errors and make early corrections? Do they re-teach material if there are common errors?

Comments:

Teacher asks students to repeat instructions by cold calling. Circulate the room during independent practice to ensure students are on task and address any misconceptions. Work sheets provided have instructions on top also for students to refer back to.

Year 11 - frequent misinterpretation of language task - teacher re-explains this to students as a class and works through some of the first questions together as a group to check understanding.

💬 0 📎 0 📝 0   Add +

Students are given extensive practice

Do the students have enough practice to sufficiently encode new material?

Comments:

Year 9 - they have clear routines and expectations for the assessment preparation lessons. They understand how to work in pairs when asked to discuss the quotations provided. While PEE is recapped by the teacher - the students are clearly familiar with this process.

💬 0 📎 0 📝 0   Add +

Obtain a high success rate

Is the practice work hard enough to be challenging but not so hard as to cause extensive errors?

Comments:

Year 11 - exam practice is challenging with exam style questions - students are used to working with peers to discuss anything too challenging before then checking with the teacher. This encourages students to work together and problem solve.

💬 0 📎 0 📝 0   Add +

Focus Areas

Bridge the gap – instruction and student practice

Students are given extensive practice

Obtain a high success rate

Comments entered into focus areas will be pulled through into the details section of reports. The can then be viewed and exported if needed.

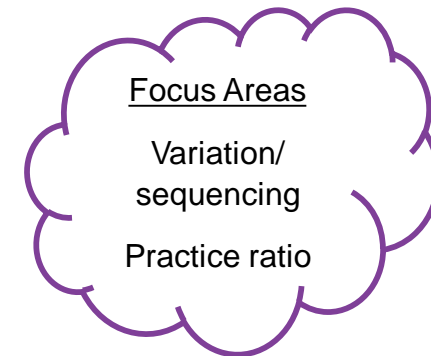Resources can be uploaded to focus areas in view mode. This allows staff to upload copies of policy and procedure directly to a record which can help save on paperwork. Staff are also able to upload evidence such as: Photo's of students work; work sheets from the lesson; PowerPoints etc.

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Focus Areas

Variation/ sequencing

Practice ratio

Variation/ sequencing

Is the practice sequenced in a way that allows students opportunity to practice new and old material in a range of contexts?

Comments:

Year 9 - students are able to put their prior knowledge of analysis and PEEE responses into practice using the current text they are studying. Preparation for the assessment is sequenced in a way which chunks the information needed and allows students to make connections without being presented with the task as a whole.
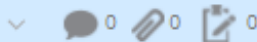
Add +

Practice Ratio

Are all students participating in the practice, or are some opting out and relying on others? If students genuinely don't know material, how is the teacher holding them to account?

Comments:

Year 7 - some students relying on class mates during think - pair - share exercises. Teacher noticed this and performed a quick AFL check - students stand up if they agree with a statement - cold calling used to ask students to justify their reasoning.

Add +

Actions can be created via "View" mode to create reminders for staff or scheduling follow up meetings. Actions will be displayed in the "Actions" tab in your records dashboard.

Observe
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Review

Check the responses of all students.

What routes does the teacher use to check as many student responses as possible?

Comments:

Seating plan printed on desk and ticked every time a student is questioned.

Year 7 - checking understanding through cold calling.

Consider "bouncing" your responses around the group to be able to check responses and challenge high ability students.

💬 0   📎 0   📋 0   Add +

Provide systematic feedback and corrections.

What type of feedback is provided to the students? How does the teacher help students make steps towards greater understanding?

Comments:

DIRT feedback is provided within all books. Feedback is specific to students and provides challenge. Verbal feedback is good - I would consider varying your praise.

💬 0   📎 0   📋 0   Add +

Re-teach material when necessary.

How does the teacher respond to misunderstandings and difficulties in the class? Do they move on or go back and re-teach when necessary.

Comments:

Misconceptions are addressed. This can be seen through marking and also during lessons - when working independently if the teacher is receiving the same questions from students she will re-teach this at the front of the class and check understanding.

💬 0   📎 0   📋 0   Add +

Actions can be created via "View" mode to create reminders for staff or scheduling follow up meetings. Actions will be displayed in the "Actions" tab in your records dashboard.

Focus Areas

Check the responses of all students

Provide systematic feedback and corrections.

Re-teach material when necessary

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This form allows for leaders to encourage professional growth using Rosenshine's Principals. The lack of outcomes allows this document to be reflective and more of a discussion about teaching practices.

Focus Area

Elaborative interrogation

Review Ratio

Elaborative interrogation

Does the teacher use review periods as an opportunity to develop and deepen student thinking through elaborative interrogation?

Comments:

Questioning is used well - however you may benefit from varying your methods.

💬 0   📎 0   📝 0   Add +

Review Ratio

Does the teacher ensure that all students are focussed, thinking and reflecting during review periods, or is the conversation dominated by a few students?

Comments:

All students are encouraged to contribute and cold calling is favoured over a hands up approach. Look at other techniques you could be using to achieve the same engagement.

💬 0   📎 0   📝 0   Add +

Culture

Follow school policy
Outcome: **Yes**

Is the teacher following school policy in managing classroom behaviour?

Yes

Comments:

Names on board and three strikes followed

💬 0 📎 0 📝 0   Add +

Is the policy sufficient?
Outcome: **Yes**

Is the behaviour in the lesson symptomatic of a policy that is not robust enough to support teachers?

Yes

Comments:

Behaviour policy works well and students respond well to it. They have clear expectations and routines within lesson.

💬 0 📎 0 📝 0   Add +

Additional Comments

Comments:

Consider observing H. Mckune to see varying questioning styles used in a lesson.

💬 0 📎 0 📝 0   Add +

These two focus areas have a Y/N outcome linked to them. They are establishing the value of the current behaviour policy and whether this may need to be altered. This also allows for Leaders to make decisions about whether CPD is needed for staff.

Outcome set "Rosenshine Y/N"

Outcomes:
Yes
No
N/A

Focus Area

Follow school policy

Is the policy sufficient?

Additional comments

Observe
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Outcome set
"Rosenshine
Y/N"

Outcomes:
Yes
No
N/A

Rosenshine Y/N ❓

Focus Area Name	Yes (%)	No (%)	N/A (%)	Record Count
Follow school policy	80.0	20.0	0.0	5
Is the policy sufficient?	40.0	40.0	20.0	5
Total	6	3	1	

0%   100%

Rosenshine Y/N

Follow school policy: 80% Yes, 20% No
Is the policy sufficient?: 40% Yes, 40% No, 20% N/A

Record Percent

■ Yes (%) ■ No (%) ■ N/A (%)
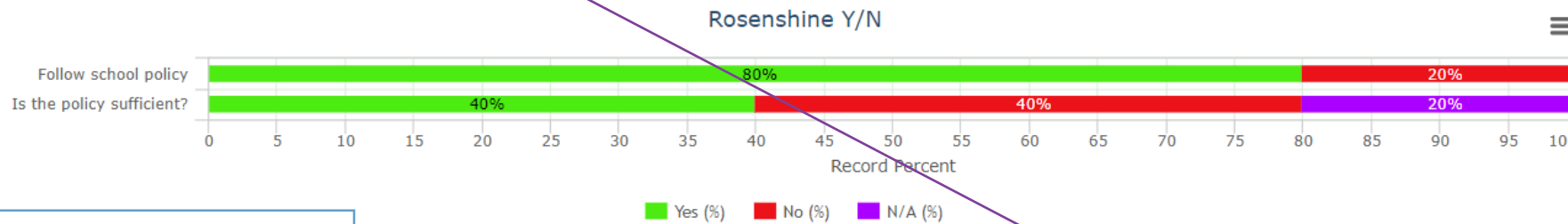
This outcome allows for leaders to view whether the current behaviour policy is working and make amends as needed. It also allows for decisions to be made regarding whether CPD is required.

As with all of our reports, you can click into individual focus areas for detailed reports. This will allow you to filter down into your results and view detailed information.

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Focus Areas

Is the policy sufficient?

Outcome set "Rosenshine Y/N"

Outcomes:
Yes
No
N/A

Outcome Name ❓	Count	%
🟢 Yes	2	40.0
🔴 No	2	40.0
🟣 N/A	1	20.0

Is the policy sufficient? - *Count*

Is the policy sufficient? - *Percent*

Detailed Information

Focus area reports.

The details section allows for identification of in depth information. For example, in this table we are able to see each member of staff and their specific feedback.

Focus area reports.

If you click into focus area names (the rows of your table) you will be directed to these individual reports. Charts can be exported if needed.

	Category	Faculty	Subject	Staff

Staff ⇕	Yes (%) ⇕	No (%) ⇕	N/A (%) ⇕	Total ⇕
Keane; Alexandra (AKE)	100.0	0	0	1
Kirkby; Emily (EKI)	100.0	0	0	1
Richardson; Trevor (TR)	0	100.0	0	1
Singh; Hardeep (HAS)	0	100.0	0	1
Williams; Jon (JWI)	0	0	100.0	1