

[Click here to see an example of this template as a record.](#)

Rosenshine Feedback

This form could be used for observations or as a coaching form.
While Rosenshine's Principals are not intended to be used as a "Check List" this form allows for some mentoring and discussions regarding implementing these within practice.

Created by Harrop Fold School

Fields provide contextual information on a record. Nothing you enter into a field will pull through into the reports section – due to this we recommend using them for things relevant to the individual record but don't need to be quantified.

Focus Area
Current Area for Development

Field
Lesson Period
Length of Visit (Mins)

Outcome set
"Rosenshine AOD"

Outcomes:
Expectations
Curriculum
Understanding
Models
Explanations
Questions
Practice
Feedback
Challenge

Using previous information (Observations, Coaching, Learning Walks etc) this section will allow the staff member creating this record to decide on a key area for development. This could be for the individual staff member of an area for development identified for the whole department. The outcome will allow for easy analysis to see if whole school/department CPD is needed.

Observation Information

Lesson Period 4.00	Length of Visit (Mins) 30
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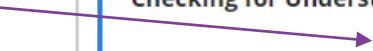
Current Area for Development Outcome: **Understanding**

Checking for Understanding

Comments:
Previous learning walks/obs identified checking for understanding as a main area for development.

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Add +



This form focuses on key aspects of Rosenshine’s Principals. It could be used as a form to assess some teaching pedagogy and encourage continued professional development. This could be used for Quality Assurance, Coaching or SEF.

Comments have been enabled for every focus area to allow for reflection and review of what was seen within the lesson(s) observed.

Feedback

Principal 1 - Expectations
Outcome: **Working Well**

*Routines well established?
Learning climate appropriate?*

Working Well

Comments:
Routines are well established within the class room but also remember to follow the school set routines of greeting students at the door.

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Add +

Principal 2 - Curriculum
Outcome: **Best Practice**

*Lesson appropriate to curriculum sequence and sufficiently challenging?
Good subject knowledge well conveyed throughout?*

Best Practice

Comments:
Subject knowledge is excellent - Student misconceptions are quickly addressed. Prior knowledge is frequently called upon.

▼ 0 0 0
Add +

Outcome set
“Rosenshine Feedback”

Outcomes:
Best Practice
Working Well
Needs Support
Not Seen

Focus Areas

Principal 1 –
Expectations

Principal 2 –
Curriculum

Principal 3 - Checking for Understanding

Outcome: **Needs Support**

*Daily Review
Adaption if required?
Obtain high success rate
Mass participation*

Needs Support

Comments:

Mass participation is shown within the class. Understanding is checked through AFL- However, I would consider using new techniques of doing this. Consider peer observation with R. Jarvis to see how she uses various techniques throughout the lesson.
Review of learning was present during the lesson - students are clearly used to this routine - again, maybe think about varying the way you are recapping as it is mainly teacher led at the moment but could be a quick post it task led by students.

0 0 0 **Add +**

Principal 4 - Provide Models

Outcome: **Working Well**

Teacher shows pupils HOW

Working Well

Comments:

Models are provided for students. Both on the board and within work sheets. From looking in books I can see that models are provided during assessment preparation lessons to allow students to see examples.

0 0 0 **Add +**

This form can be used as a working document as our system allows you to unpublish and modify as many times as you like.

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.

Outcome set
"Rosenshine
Feedback"

Outcomes:
Best Practice
Working Well
Needs Support
Not Seen

Focus Areas

Principal 3 –
Checking for
Understanding
Principal 4 – Provide
Models

Outcomes do not need to be used and this form could be purely comment based. I have included a simple outcome to easily identify who is showing aspects of best practice or may need additional support. This then allows leaders to implement coaching, CPD or peer observation sessions tailored for individual staff needs.

The description box for each focus area includes some prompting questions for Observers to be able to refer back to. Criteria can also be added to the focus area's outcome set.

Principal 5 - Explanations

Outcome: **Needs Support**

*"Razor Sharp"?
Combats misconceptions?
Anecdotal/related to pupil's prior knowledge?*

Needs Support

Comments:

Explanations are clear but you need to spend some time ensuring that students of all ability are able to understand. Ensure that you are utilising your understanding checks with these students as they may need some more time/support to fully understand the task.

0 0 0

Add +

Principal 6 - Ask Questions (Throughout Lesson)

Outcome: **Working Well**

*Sufficiently probing?
Targeted?
Teacher encourages mass participation when questioning?*

Working Well

Comments:

Questioning is good but could be improved. Using the same techniques. Think about varying your questioning style throughout the lesson. I would also think about how to stretch and challenge student responses to push the higher ability in the group.

0 0 0

Add +

Outcome set
"Rosenshine
Feedback"

Outcomes:
Best Practice
Working Well
Needs Support
Not Seen

Focus Areas

Principal 5 –
Explanations

Principal 6 – Ask
Questions
(Throughout Lesson)

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.

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

Principal 7 - Practice Outcome: Working Well

*"We" - Guided Practice
"You" - Independent Practice
Provide scaffolds*

Working Well

Comments:
Scaffolds are provided on the board and on worksheets. Model answers were discussed as a class. Independent practice was prepared before asking them to go off on their own. This allows the lower ability within the group to have a plan in place when working independently. It also allows for all students to practice planning responses which will help with any extended writing.

⌵ 0 0 0 Add +

Principal 8 - Feedback Outcome: Working Well

*Pupils receive a variety of feedback regularly?
Evidence in pupil work that re-teach of misconceptions is central to feedback process?*

Working Well

Comments:
Verbal and written feedback is good. I would think about varying your praise vocabulary and ensure that all follow up tasks/ next steps for students are individualised. E.g. To improve on this you need to vary your sentence structures and ensure your explanations are detailed.

⌵ 0 0 0 Add +

Principal 9 - Challenge (Throughout Lesson) Outcome: Working Well

*Learning is sufficiently challenging for the age/ability of pupils.
Scaffolds provided to allow pupils to access challenging learning; rather than teaching simple concepts?*

Working Well

Comments:
Challenge is present within the tasks set and the feedback within books. I would think about your questioning technique to use stretch and challenge when doing hands up responses.

⌵ 0 0 0 Add +


Outcome set
“Rosenshine Feedback”

Outcomes:
Best Practice
Working Well
Needs Support
Not Seen

Focus Areas

Principal 7 – Practice
Principal 8 – Feedback
Principal 9 – Challenge

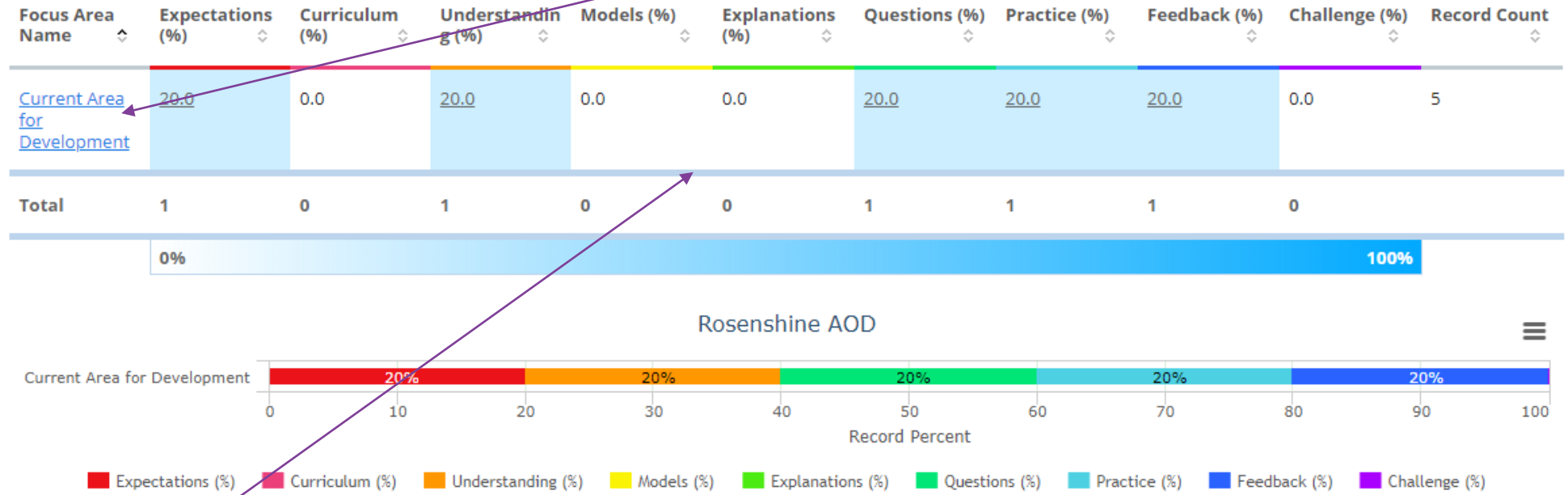
Resources can be uploaded to focus areas in view mode. This allows staff to upload useful evidence such as: Photos of students work; PowerPoints; Student Data information etc.



What would this
look like in
reports?

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.

Rosenshine AOD ?



Outcome set
"Rosenshine AOD"

Outcomes:
Expectations
Curriculum
Understanding
Models
Explanations
Questions
Practice
Feedback
Challenge

Focus Area
Current Area for Development

This outcome allows for easy analysis to see if whole school/department CPD is needed.

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.

This outcome allows for easy at a glance analysis to see where staff are currently working for each of the principals. It also allows for peer observation and in house CPD opportunities with the identification of best practice and those who may need support.

Rosenshine Feedback ?

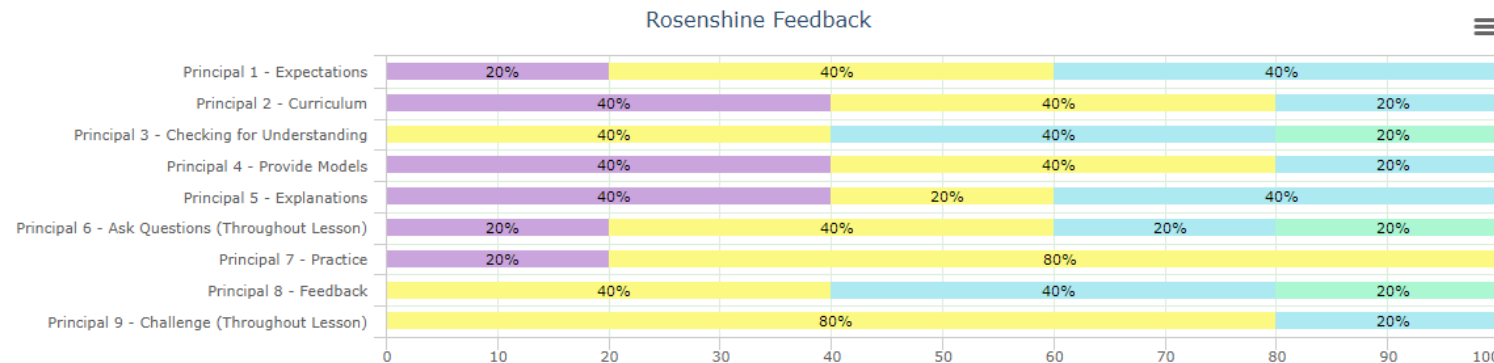
Focus Area Name	Best Practice (%)	Working Well (%)	Needs Support (%)	Not Seen (%)	Record Count
Principal 1 - Expectations	20.0	40.0	40.0	0.0	5
Principal 2 - Curriculum	40.0	40.0	20.0	0.0	5
Principal 3 - Checking for Understanding	0.0	40.0	40.0	20.0	5
Principal 4 - Provide Models	40.0	40.0	20.0	0.0	5
Principal 5 - Explanations	40.0	20.0	40.0	0.0	5
Principal 6 - Ask Questions (Throughout Lesson)	20.0	40.0	20.0	20.0	5
Principal 7 - Practice	20.0	80.0	0.0	0.0	5
Principal 8 - Feedback	0.0	40.0	40.0	20.0	5
Principal 9 - Challenge (Throughout Lesson)	0.0	80.0	20.0	0.0	5
Total	9	21	12	3	

0% 100%

Focus Areas
Principal 1 - 9

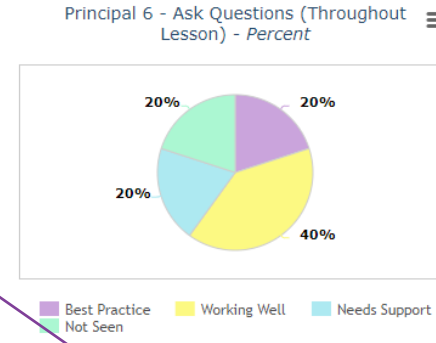
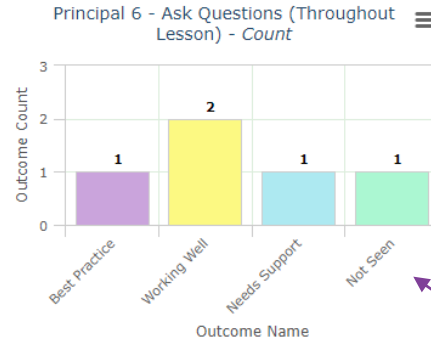
Outcome set
"Rosenshine Feedback"

Outcomes:
Best Practice
Working Well
Needs Support
Not Seen



Summary Information

Outcome Name ?	Count	%
Best Practice	1	20.0
Working Well	2	40.0
Needs Support	1	20.0
Not Seen	1	20.0



Detailed Information

Category	Faculty	Subject	Staff																																				
			<table border="1"> <thead> <tr> <th>Staff</th> <th>Best Practice (%)</th> <th>Working Well (%)</th> <th>Needs Support (%)</th> <th>Not Seen (%)</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Ellwand; John (JE)</td> <td>0</td> <td>0</td> <td>100.0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Kirkby; Emily (EKI)</td> <td>0</td> <td>100.0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Small; Mal (MS)</td> <td>0</td> <td>100.0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>Webb; Katie (KW)</td> <td>0</td> <td>0</td> <td>0</td> <td>100.0</td> <td>1</td> </tr> <tr> <td>Wilkinson; Mark (MW)</td> <td>100.0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Staff	Best Practice (%)	Working Well (%)	Needs Support (%)	Not Seen (%)	Total	Ellwand; John (JE)	0	0	100.0	0	1	Kirkby; Emily (EKI)	0	100.0	0	0	1	Small; Mal (MS)	0	100.0	0	0	1	Webb; Katie (KW)	0	0	0	100.0	1	Wilkinson; Mark (MW)	100.0	0	0	0	1
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Outcome set
 “Rosenshine
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Focus Areas

Principal 6 – Ask
 Questions
 (Throughout
 Lesson)

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.

This record was created in our demonstration school and all data is illustrative.