

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

# Rosenshine NQT Monitoring

A form to revisit throughout the academic year to allow for mentors to keep track of some of the key Rosenshine principals seen within lessons.

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.

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.

This form focuses on key aspects of Rosenshine's Principals. It could be used as a Self-Evaluation form or a working document for mentors to assess some teaching pedagogy and encourage continued professional development.

Use the below form to identify examples from lessons you have observed. This is not a tick list and all of these do not need to be observed within the same lesson.

### Review of Previous Learning

Outcome: **Seen**

*Begin a lesson with a short review of previous learning. Discuss an event where this occurred. What was the teacher's motivation in setting this kind of task?*

**Seen**

#### Comments:

18th September - Year 9 - Starter task was a quick quiz revising information from previous lesson. The teacher has done this to ensure that any misconceptions are addressed before building on the prior learning within the lesson.

0 0 0

Add +

### Small Steps

Outcome: **Not Seen**

*Present new material in small steps with student practice after each step. Give an example of when a teacher has set work broken up like this. How did the students respond?*

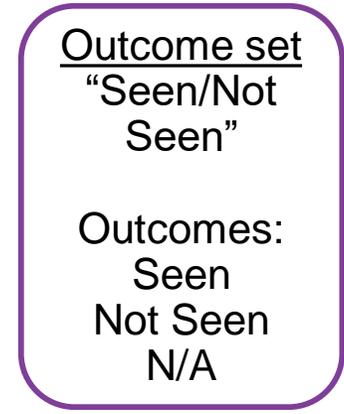
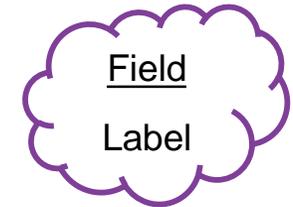
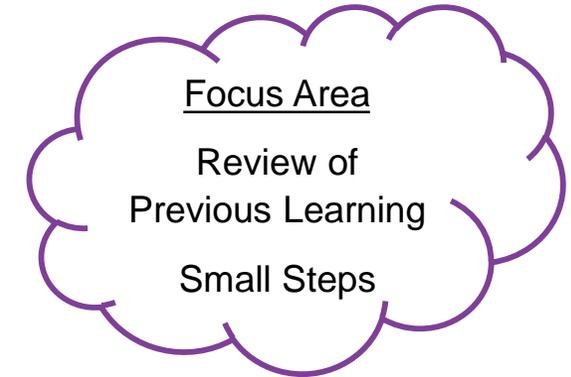
**Not Seen**

#### Comments:

Time is given for students to practice after each step. However with the amount of resources given in the lesson, students have too many tasks to complete and the time given to them is not enough. Consider reducing the amount of tasks within your lessons to improve the pace.

0 0 0

Add +



Comments have been enabled for every focus area to allow for reflection. As in this example, the form can be used as a working document as our system allows you to unpublish and modify as many times as you like. Mentors can date their notes to show when comments were entered.

<p>Limit the amount of material students receive</p> <p><i>Limit the amount of material students receive at one time. Give an example of where a teacher has given a lot of material to the students at one time. How did the students respond?</i></p> <p><b>Not Seen</b></p> <p><b>Comments:</b> Lessons observed so far have had an issue with too many handouts and resources being supplied. This is a target to focus on and improve.</p> <p>0 0 0</p> <p>Add +</p>	Outcome: <b>Not Seen</b>
<p>Clear and detailed instructions and explanations</p> <p><i>Give clear and detailed instructions and explanations. Give an example of an explanation given by a teacher that you thought was clear and detailed. What are the characteristics of an effective explanation?</i></p> <p><b>Seen</b></p> <p><b>Comments:</b> 23rd September - Year 7 - Very clear and direct instructions given to class. Instructions were also printed within the modelled worksheet for students to refer back to. Asked for a student to explain the instructions to their peers and chosen a few to repeat this to the class.</p> <p>0 0 0</p> <p>Add +</p>	Outcome: <b>Seen</b>
<p>Questions and Checking Understanding</p> <p><i>Ask a large number of questions and check for understanding. In the course of a lesson, count the number of questions asked by the teacher (or video yourself and count the number that you ask). What different categories of question are there?</i></p> <p><b>Seen</b></p> <p><b>Comments:</b> 3rd October - Year 11 - 42 questions asked while I was in the room. Every student was asked something and I can see that you keep a paper record of this to tick off who has been questioned. Using "cold-calling" methods means that students are anticipating being asked a question and encourages engagement. Consider "bouncing" questions throughout the room to have students expand on their peers' responses and to stretch and challenge students.</p> <p>0 0 0</p> <p>Add +</p>	Outcome: <b>Seen</b>

Outcome set  
"Seen/Not Seen"

Outcomes:  
Seen  
Not Seen  
N/A

Focus Areas

Limit the amount of material students receive.

Clear and detailed instructions and explanations.

Questions and checking understanding.

High level of active practice for all students

Outcome: **Not Seen**

*Provide a high level of active practice for all students. Give an example of a resource involving a high level of practice. What are the advantages of this kind of work? Are there any disadvantages?*

**Not Seen**

**Comments:**

You do have lots of different activities within your lessons. However, students are not given enough time to focus on these tasks in depth.

0 0 0

Add +

Guide students as they begin to practice

Outcome: **Not Seen**

*Observe a teacher guiding student practice. What steps does the teacher take to ensure they are accomplishing this?*

**Not Seen**

**Comments:**

Lots of activities included within lessons. I would focus on reducing these and giving students enough time to fully explore these.

0 0 0

Add +

Think aloud and model steps

Outcome: **Seen**

*Carefully note which items a teacher chooses to verbalise. Watch their body language and note how they are directing students to "live" work*

**Seen**

**Comments:**

7th October - Year 11 - Modelled a response on the board with input from students. Verbalised thinking and had a discussion with students about what was included in the response. Once a modelled response was completed - some sentence starters were provided for students and they were directed to practice their own responses.

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.

Outcome set  
 "Seen/Not Seen"  
 Outcomes:  
 Seen  
 Not Seen  
 N/A

Focus Area  
 High level of active practice for all students  
 Guide students as they begin to practice  
 Think aloud and model steps

Outcomes do not need to be used and this form could be purely comment based. I have included a simple Seen/Not Seen outcome to allow for tracking of developments. This also enables mentors to be able to implement peer mentoring and observations.

<p>Provide models of worked-out problems <span style="float: right;">Outcome: Seen</span></p> <p><i>Give an example of a topic where "worked-out problems" should be used and give an example</i></p> <p><b>Seen</b></p> <p><b>Comments:</b></p> <p>7th October - Year 11 - Modelled a response on the board. Provided sentence starters. Work in books indicates that this is common with lessons and models are always provided. Scaffolding is used to support struggling students.</p> <p>▼ 0 0 0 <span style="float: right;">Add +</span></p>
<p>Ask students to explain what they had learned <span style="float: right;">Outcome: Seen</span></p> <p><i>What is the advantage in asking students to explain their learning as opposed to asking them if they understood?</i></p> <p><b>Seen</b></p> <p><b>Comments:</b></p> <p>14th October - Year 7 - Plenary is asking students to write down 3 new things they have learned within the lesson. Calls on students to provide one before they are then excused from the lesson. Nice quick way to assess the learning with lessons.</p> <p>▼ 0 0 0 <span style="float: right;">Add +</span></p>
<p>Check the responses of all students <span style="float: right;">Outcome: Seen</span></p> <p><i>Give an example of where a teacher has checked the response of all students. How did they do this? Is it always practically possible?</i></p> <p><b>Seen</b></p> <p><b>Comments:</b></p> <p>14th October - Year 7 - Plenary is asking students to write down 3 new things they have learned within the lesson. Calls on students to provide one before they are then excused from the lesson. Nice quick way to assess the learning with lessons. Checked within marking and feedback. Lesson plan is also used to tick which students have had questions directed at them.</p> <p>▼ 0 0 0 <span style="float: right;">Add +</span></p>

Outcome set  
"Seen/Not  
Seen"

Outcomes:  
Seen  
Not Seen  
N/A

Focus Area

Provide models of  
worked-out problems  
Ask students to explain  
what they had learned  
Check the responses  
of all students

<p>Provide systematic feedback and corrections</p> <p><i>Give an example of effective feedback that you have seen or heard. What are its characteristics?</i></p> <p><b>N/A</b></p> <p><b>Comments:</b> 3rd November - First work scrutiny planned.</p> <p>▼  0  0  0 <span>Add +</span></p>	<p>Outcome: <b>N/A</b></p>
<p>Use more time to provide explanations</p> <p><i>Give an example of an occasion where more time should have been spent on an explanation. What occurred afterwards?</i></p> <p><b>Not Seen</b></p> <p><b>Comments:</b> Explanations are clear but lots of tasks mean that students are not given enough time to fully focus on them. Allow for less tasks within lessons. Consider using Think-Pair-Share for students to discuss their ideas and identify any misconceptions with the task.</p> <p>▼  0  0  0 <span>Add +</span></p>	<p>Outcome: <b>Not Seen</b></p>
<p>Provide many examples</p> <p><i>Give an example of a resource/teaching sequence which involved many examples</i></p> <p><b>Seen</b></p> <p><b>Comments:</b> 8th October - year 11 - provides lots of model responses. As a class they looked at a low level response and used the mark scheme to provide a grade. They also looked at higher level responses and created one as a class before planning their own response.</p> <p>▼  0  0  0 <span>Add +</span></p>	<p>Outcome: <b>Seen</b></p>

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

Outcome set  
"Seen/Not Seen"  
  
Outcomes:  
Seen  
Not Seen  
N/A

Focus Areas  
Provide systematic feedback and corrections  
  
Use more time to provide explanations  
  
Provide many examples

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.

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.

**Re-teach material when necessary** Outcome: **N/A**

*How do teachers determine if re-teaching is necessary? Ask members of your department if they ever go back and re-teach material.*

**N/A**

**Comments:**  
Discussion about this during our mentor meeting. I explained that I will usually gauge whether something needs re-teaching or re-capping via AFL techniques during the lesson. I can also identify any misconceptions which may need to be addressed via marking students work.

0 0 0 Add +

**Prepare students for independent practice** Outcome: **Seen**

*How are students generally prepared for independent practice in your school? What steps do teachers take to ensure they are prepared?*

**Seen**

**Comments:**  
Seen within most classes I have observed before an assessment. Teacher will model responses with classes; think-pair-share with specific quotations and model these on the board before having students complete these on their own. First paragraph response is done together on the board. Sentence starters and quotations are provided on the board to scaffold students.

0 0 0 Add +

**Monitor students during independent practice** Outcome: **Seen**

*Monitor students when they begin independent practice. How are students monitored during independent practice? Why is this important?*

**Seen**

**Comments:**  
Sentence starters and other scaffolding techniques are used. Teacher will assist struggling students and frequently circulates the classroom to check in on responses. Majority of monitoring will be assessed via marking and feedback.

0 0 0 Add +

Outcome set  
“Seen/Not  
Seen”

Outcomes:  
Seen  
Not Seen  
N/A

Focus Areas

Re-teach material  
when necessary

Prepare students  
for independent  
practice

Monitor students  
during independent  
practice.



What would this  
look like in  
reports?

Focus Area Name	Seen (%)	Not Seen (%)	N/A (%)	Record Count	Average Outcome
<a href="#">Ask students to explain what they had learned</a>	40.0	60.0	0.0	5	● Not Seen
<a href="#">Check the responses of all students</a>	80.0	20.0	0.0	5	● Not Seen
<a href="#">Clear and detailed instructions and explanations</a>	60.0	40.0	0.0	5	● Not Seen
<a href="#">Guide students as they begin to practice</a>	40.0	40.0	20.0	5	● Not Seen
<a href="#">High level of active practice for all students</a>	20.0	60.0	20.0	5	● Not Seen
<a href="#">Limit the amount of material students receive</a>	60.0	40.0	0.0	5	● Not Seen
<a href="#">Monitor students during independent practice</a>	40.0	60.0	0.0	5	● Not Seen
<a href="#">Prepare students for independent practice</a>	60.0	40.0	0.0	5	● Not Seen
<a href="#">Provide many examples</a>	20.0	80.0	0.0	5	● Not Seen
<a href="#">Provide models of worked-out problems</a>	100.0	0.0	0.0	5	● Seen
<a href="#">Provide systematic feedback and corrections</a>	40.0	40.0	20.0	5	● Not Seen
<a href="#">Questions and Checking Understanding</a>	40.0	40.0	20.0	5	● Not Seen
<a href="#">Re-teach material when necessary</a>	80.0	0.0	20.0	5	● Not Seen
<a href="#">Review of Previous Learning</a>	60.0	40.0	0.0	5	● Not Seen
<a href="#">Small Steps</a>	40.0	60.0	0.0	5	● Not Seen
<a href="#">Think aloud and model steps</a>	40.0	60.0	0.0	5	● Not Seen
<a href="#">Use more time to provide explanations</a>	20.0	80.0	0.0	5	● Not Seen

This outcome allows mentors and NQTs to track progress. Mentors would be able to use this overall information to arrange peer observations throughout the NQT students.

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.

**Outcome set**  
"Seen/Not Seen"

**Outcomes:**  
Seen  
Not Seen  
N/A

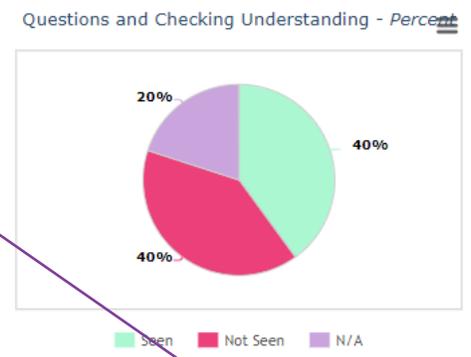
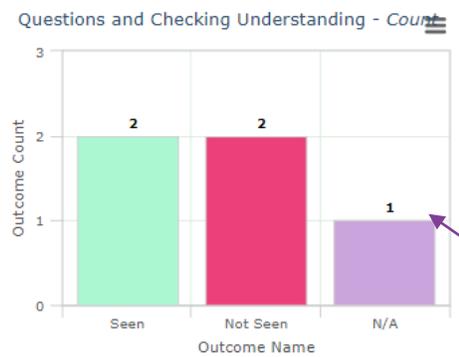
- Focus Areas**
- Ask students to explain what they had learned
  - Check the responses of all students
  - Clear and detailed instructions
  - Guide students as they begin to practice
  - High level of active practice
  - Limit the amount of material students receive
  - Monitor students during independent practice
  - Prepare students for independent practice
  - Provide many examples
  - Provide models of worked-out problems
  - Provide systematic feedback
  - Questions and checking understanding
  - Re-teach material when necessary
  - Review of previous learning
  - Small steps
  - Think aloud and model steps
  - Use more time to provide explanations

Questions and Checking Understanding ?

Summary Information

Outcome Name ?	Count	%
Seen	2	40.0
Not Seen	2	40.0
N/A	1	20.0

Average Outcome: ● Not Seen



Detailed Information

Category	Faculty	Subject	Staff																														
			<table border="1"> <thead> <tr> <th>Staff</th> <th>Seen (%)</th> <th>Not Seen (%)</th> <th>N/A (%)</th> <th>Total</th> <th>Average Outcome ?</th> </tr> </thead> <tbody> <tr> <td>Chan; Kevin (KCH)</td> <td>0</td> <td>0</td> <td>100.0</td> <td>1</td> <td>N/A</td> </tr> <tr> <td>Kirkby; Emily (EKI)</td> <td>0</td> <td>100.0</td> <td>0</td> <td>1</td> <td>Not Seen</td> </tr> <tr> <td>Richardson; Trevor (TR)</td> <td>100.0</td> <td>0</td> <td>0</td> <td>2</td> <td>Seen</td> </tr> <tr> <td>Waters; April (AWA)</td> <td>0</td> <td>100.0</td> <td>0</td> <td>1</td> <td>Not Seen</td> </tr> </tbody> </table>	Staff	Seen (%)	Not Seen (%)	N/A (%)	Total	Average Outcome ?	Chan; Kevin (KCH)	0	0	100.0	1	N/A	Kirkby; Emily (EKI)	0	100.0	0	1	Not Seen	Richardson; Trevor (TR)	100.0	0	0	2	Seen	Waters; April (AWA)	0	100.0	0	1	Not Seen
Staff	Seen (%)	Not Seen (%)	N/A (%)	Total	Average Outcome ?																												
Chan; Kevin (KCH)	0	0	100.0	1	N/A																												
Kirkby; Emily (EKI)	0	100.0	0	1	Not Seen																												
Richardson; Trevor (TR)	100.0	0	0	2	Seen																												
Waters; April (AWA)	0	100.0	0	1	Not Seen																												

Focus Areas  
 Questions and Checking Understanding

Outcome set  
 "Seen/Not Seen"  
 Outcomes:  
 Seen  
 Not Seen  
 N/A

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.