

**LESSON OBSERVATION FORM**

Observed:	Observer:	Class/Group:
Outcomes of observation 'The Feeling'	Focus of Observation	Date: Time:

**PROGRESS TOWARDS THE STANDARDS:  
AREAS OF STRENGTH AND AREAS FOR DEVELOPMENT**

**Engaging, enthusing and inspiring every lesson, every day.**

<b>Principles</b>	<b>Skills</b>	<b>Evidence</b>
Purposeful Assessment	*Evidence of <b>accurate identification of prior learning</b> and understanding	
Sharing the Big Picture	* <b>Introduction</b> - setting the context * <b>Learning objectives</b> are clearly written in child friendly language and shared (learners know their learning) *Differentiated success criteria (all learners know how to make good progress- abilities and groups) * <b>Layered success criteria</b> (all learners know how to make good progress- abilities and groups) *Cross curricular links	
Relevance, pace, variety.	*Wow moments during the lesson (engaging learners) *learners are <b>engaged, enthused, motivated and actively involved in lessons.</b> * <b>Secure subject knowledge</b>	
Positive Learning Climate	* <b>High teacher expectations</b> (quality, quantity and behaviour) * <b>Good behaviour management techniques</b> (attitude to learning)	
Questioning by all	*Teachers ask challenging open ended question and develop a good dialogue (Blooms Taxonomy)	
Scaffolding and Modelling	* <b>Use of scaffolds</b> and prompts to aid children ** <b>Think aloud</b> ' making apparent and explicit those skills, decision processes and procedures that would otherwise be hidden or unclear *Maintain <b>pace of lesson</b> by using modelling for short periods * <b>Learners are encouraged to verbalise</b> (class, group and partners( (check understanding)	
Differentiated Challenge	* <b>All groups catered for</b> *Children are <b>challenged</b> irrelevant of starting points/children have different starting points *Differentiation through either; resources, materials, tasks and/or questioning	
Independence	* <b>TA actively involved (where relevant)</b> developing learning *Resources readily available for use *Effective use of working wall	
Personalised Feedback	*Teacher gives <b>oral feedback</b> (encourages progress of learning) * <b>The active use of self and peer assessments</b> (e.g. I can statements) (progress of learning) * <b>Up to date written feedback</b> (marking) that reflects success criteria and developmental (check understanding of learning)	
Review learning and progress	*The use of a <b>final plenary, mini plenaries</b> , child reflection to assess and develop child learning (check understanding of learning)	
ICT	* <b>The use of ICT</b> (where appropriate) reinforces/enhances learning	
<b>ARE ALL CHILDREN LEARNING AND MAKING PROGRESS?</b>		

Points raised from previous observation

1.

2.

3.

Evaluation

Development Points