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| * **Tick statements to indicate strengths in the lesson.** * **Highlight statements to indicate areas to reflect on.** * **Use these statements as prompts in written feedback in the three sections.** | Trainee | Date |
| School/College | Number in group |
| Mentor/Teacher/Tutor | Year group/ability information |
| Lesson Topic | Observation Focus standards or previous targets |
| **Summary** | | |
| ⃝ Demonstrate good subject knowledge S3  ⃝ Stimulate and maintain pupils’ interest and curiosity in the subject S3  ⃝ Promote high standards of literacy, numeracy and communication S3 | **Subject and curriculum knowledge** | |
| ⃝ Set high expectations  ⃝ Establish a secure learning environment that promotes good pupil progress and behaviour S1  ⃝ Build on, consolidate and extend pupils’ capabilities, prior knowledge and understanding S2  ⃝ Ensure all learners make progress that is at least good S2  ⃝ Guide pupils to reflect on their progress and their learning needs S2  ⃝ Plan lessons using reflection on teaching S4  ⃝ Use questioning and discussion to promote learning S4  ⃝ Promote a love of learning and intellectual curiosity S4  ⃝ Plan well-structured lessons that use time and resources effectively S4  ⃝ Maintain a good relationship with pupils S7  ⃝ Manage pupil behaviour effectively and appropriately including low level disruption S7  ⃝ Have clear rules and routines and high expectations of behaviour S7  ⃝ Be aware of the needs of all pupils and differentiate appropriately S5  ⃝ Be aware of potential barriers to learning, including pupils with SEN, EAL or disabilities S5 | **Planning and teaching**  Note features of the lesson: how planning supports the lesson; the trainee’s approach to the class; the class and individuals’ responses in terms of knowledge, skills and understanding, observed through eg. discussion with pupils, pupils’ actions, pupils’ responses (verbal, written). | |
| ⃝ Make use of formative assessment to promote pupil progress and learning S6  ⃝ Use assessment which is appropriate to the subject and curriculum S6  ⃝ Give pupils regular accurate oral and written feedback and encourage them to respond S6  ⃝ Plan lessons using pupil data to extend pupils’ capabilities, knowledge, skills and understanding S4, S5, S6 | **Use of assessment** How are trainees assessing progress during the lesson, techniques used. | |
| Standards Nos  Added by mentor or trainee | **Progress on previous targets** Trainee to complete.  1.  2.  3. | |
| Standards Nos  Added by mentor or trainee | **Key strengths of this lesson:** At least three, at least one subject specific**.**  1.  2.  3. | |
| Standards Nos  Added by mentor or trainee | **Targets**  Up to three clear and concise target, at least one subject specific. Where possible, suggest how they may be achieved. Follow up in weekly mentor meeting.  1.  2.  3.  **To the trainee: identify how these targets will improve your lessons** | |