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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 S3⃝ Stimulate and maintain pupils’ interest and curiosity in the subject S3⃝ Promote high standards of literacy, numeracy and communication S3 | **Subject and curriculum knowledge** |
| ⃝ Set high expectations⃝ Establish a secure learning environment that promotes good pupil progress and behaviour S1⃝ Build on, consolidate and extend pupils’ capabilities, prior knowledge and understanding S2⃝ Ensure all learners make progress that is at least good S2⃝ 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 S4⃝ Promote a love of learning and intellectual curiosity S4 ⃝ Plan well-structured lessons that use time and resources effectively S4⃝ Maintain a good relationship with pupils S7⃝ Manage pupil behaviour effectively and appropriately including low level disruption S7⃝ Have clear rules and routines and high expectations of behaviour S7⃝ Be aware of the needs of all pupils and differentiate appropriately S5⃝ 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 S6⃝ Use assessment which is appropriate to the subject and curriculum S6 ⃝ Give pupils regular accurate oral and written feedback and encourage them to respond S6⃝ 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 NosAdded by mentor or trainee | **Progress on previous targets** Trainee to complete.1. 2.3.  |
| Standards NosAdded by mentor or trainee | **Key strengths of this lesson:** At least three, at least one subject specific**.**1. 2.3. |
| Standards NosAdded 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** |