**Lesson Observation Report**

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| **Trainee:** | | **Date:** | |
| **School/College:** | | **Lesson Topic:** | |
| **Mentor/Teacher/Tutor:** | | **Year/attainment:** | **No. in gp: 25** |
| **Current targets:** | | | |
| *These UoM ITE Curriculum statements are* ***not*** *a checklist, but can suggest comments and targets.* | **Teacher expectations** | | |
| * *maintain and practise consistent and appropriately high expectations of pupils’ knowledge, attitudes and skills* * *praise pupils’ effort* * *establish and reinforce routines* * *respond consistently and fairly to pupils* * *encourage challenge and aspiration through your language, including body language* * *model the behaviour you expect* * *develop a positive and safe classroom environment, in line with schoolwide expectations* * *expect mistakes and encourage learning from them* * *question your assumptions about young people, and any limits you place on your expectations of and for them* * *build pedagogical relationships based on mutual trust and respect.* |
| ***Employ***   * *accurate, connected subject knowledge* * *curriculum knowledge: analogies, illustrations, examples, explanations and demonstrations* * *build from examples to abstract ideas*   ***Focus on:***   * *pupils’ foundational knowledge and skills* * *link to pupils’ prior knowledge* * *link to ‘big ideas’* * *minimise unnecessary task complexity* * *smaller steps to begin with* * *essential concepts, knowledge, skills and principles* * *misconceptions (identify, prevent)* * *balance introduction, repetition, practice and retrieval of critical knowledge and skills* * *review and practise key ideas* * *plan for high success rate in practice and retrieval tasks* * *show young people the wider significance of your subject*   ***Language:***   * *reading comprehension (questioning, predicting, summarising)* * *writing (planning, drafting, editing)* * *build pupils’ oral language* | **Subject and curriculum knowledge** | | |
| ***From planning onwards;***   * *link to what pupils already know* * *use modelling to make abstract ideas more concrete* * *utilise images and artefacts as well as verbal representations such as stories and mnemonics* * *practice – repeated opportunities* * *plan pupil grouping* * *support paired and group activities* * *select examples and contexts which promote critical awareness of diversity and social or environmental justice*   ***In the lesson:***   * *give clear and manageable instructions* * *increase and decrease scaffolding to facilitate development* * *model thought processes in solving example problems* * *extend and challenge pupils through questioning, seeking justification etc.* * *metacognition (pupils planning, monitoring, evaluating their own work)* * *develop questioning including wait time* * *extend classroom talk* * *support pupils in moving towards independent work and practice* * *adapt explanations, instructions etc to individual / group needs* * *understand pupils’ differences* * *understand pupils’ particular barriers to learning (SEND, etc).* * *reflect on the assumptions you are making about individuals or groups* * *use teaching assistants effectively* | **Planning and teaching**  *How does planning support the lesson? How does the trainee relate to the class? What do you notice about the class and individuals’ responses in terms of knowledge, skills and understanding, observed through e.g., discussion with pupils, pupils’ actions, pupils’ responses (verbal, written)?* | | |
| * *adapt lessons so that all pupils can meet expectations* * *reframe questions to support and motivate all pupils* * *structure questions to identify misconceptions* * *monitor pupils’ work during the lesson* * *use formative assessment to make teaching decisions linked to lesson objectives* * *provide accurate, clear, encouraging feedback with specific guidance on next steps – verbally where possible* * *share model work* * *support peer- and self-assessment with appropriate scaffolding* * *prompt pupils to justify and evaluate their answers* * *develop an efficient approach to assessment, especially of pupils’ written work, using codes etc.* | **Use of assessment**  *How do trainees assess progress during the lesson e.g., techniques used?* | | |
| **Key strengths of this lesson**  *(At least three, at least one subject specific****)*** | | | |
| 1.  2.  3. | | | |
| **Targets arising from this lesson**  *(Up to three clear and concise targets, at least one subject specific. Suggest how each target may be achieved. Discuss and develop these targets in the weekly mentor meeting)* | | | |
| 1.  2.  3.  **To the trainee: identify how these targets will improve your lessons** | | | |