

Date Class Teacher Subject

| ISSUE | ✓ | Evidence/observations during the lesson |
|---|---|---|
| Teaching | | |
| Settling/welcoming | | |
| States learning outcomes | | |
| Learning Environment | | |
| Room | | |
| H&S issues | | |
| Structure& content of lesson | | |
| Subject knowledge | | |
| Literacy element | | |
| Interest/ enthusiasm | | |
| Exposition | | |
| Q&A | | |
| Teacher adaptability | | |
| Tasks | | |
| Clear instructions | | |
| Materials/ resources (used?) | | |
| Whole class | | |
| Group work | | |
| Individual | | |
| Marking and Assessment | | |
| End of Lesson | | |
| Plenary | | |
| Clearing away | | |
| Challenge | | |
| Pace | | |
| Differentiation | | |
| Pitch and match | | |
| Auditory | | |
| Visual | | |
| Kinaesthetic | | |
| [Use of LSA] | | |
| [Homework] | | |
| Relationships | | |
| Attitude: teacher → pupils | | |
| High expectations | | |
| STARS system | | |
| Attitude: pupils → teacher | | |
| Pupil Response | | |
| Behaviour/attention | | |
| Interest/enthusiasm/persevere | | |
| Pupils' pride in written work | | |
| Pupils' independence/initiative | | |
| Pupils co-operate/ mutual respect | | |
| Attainment/Progress | | |
| Evidence of Learning | | |
| | | |
| MAT pupils | | |
| SEN pupils | | |

Observations – made during the lesson.

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Evaluation (circle the levels achieved)

| | Teaching | Challenge | Differentiation | AFL | Relationships | Pupil response | Progress and Achievement |
|---|---|---|--|---|--|--|---|
| 1 VG | Stimulating Enthusiastic Consistently challenging. Expert knowledge of curriculum/ pedagogy. | Independent and collaborative work. | Activities and demands are matched sensitively to pupils' needs. | Pupils cooperate in determining success criteria and progress through peer or self-assessment. Clear evidence of consequent pupil self-direction. | Very good relationships | All pupils. Engrossed. | All pupils Very good progress Achievement very high. |
| 2 G | Imaginative Create high interest | Realistic challenge and expectations | Individual needs are well catered for. Appropriate targets Wide range of activities to help them learn. | Feedback relates directly to the learning objectives and outcomes. Evidence that pupils are using the information proactively in their learning. | Adults relate well to pupils | Most pupils High level of interest | Most pupils Good progress Achieve well. |
| 3 S | Accurate Secure understanding of the curriculum and pedagogy Try to make it interesting Involve pupils | Pupils understand what they are expected to do, Sufficient challenge keep working well. | Sensitive provision for disaffected or SN pupils. | Feedback relates to the learning objectives and outcomes. Evidence that pupils are taking feedback into account. | Constructive relationships Sensitivity. | Most pupils Involved productively | Most pupils Learning & progress At least satisfactory |
| A lesson cannot be satisfactory if any of the following characteristics are evident: | | | | | | | |
| 4 U | Incomplete understanding Patchy coverage Fails to interest pupils Mundane activities | Expectations too low Accept low quality. | Limited tuning to individuals' needs, Some pupils get little from lessons. | Learning objectives used in teaching and assessment, but little evidence that it is impacting on the pupils' progress. | More managing behaviour than learning. | Some pupils Easily distracted Lack motivation. | Significant proportion Limited progress Underachieve. |
| P | Inaccuracies in teaching Insecurity in the subject matter lack of understanding how pupils learn. | Teaching lacks challenge | No account of prior learning. Inappropriate pitch leads to disengage or misbehave. | Learning objectives and outcomes either not identified or have no impact on the lesson content or assessment. | Poor relationships/ mutual hostility/ lack of respect. | Many pupils Need constant Supervision, Unproductive. | Many pupils Underachieve Little or no progress. |

Comments

Summary (two lines only)

Level Awarded (1—4; nb based wholly on progress and achievement)

Grade

Suggested Targets

(Support Needed?)

Signed: (teacher)(observer)

Evaluation – completed/discussed after the lesson.