

MOLESCROFT PRIMARY SCHOOL LESSON OBSERVATION FORM (Ver.2010/11)

TEACHER _____ YEAR GROUP / SET _____

SUBJECT _____ DATE _____ TIME _____

OBSERVED BY _____



THE QUALITY OF TEACHING				
1a Do teachers plan effectively, with clear learning objectives and suitable teaching strategies?	SATISFACTORY	GOOD	OUTSTANDING	GRADE
<p>Reasons why this part of the lesson was inadequate</p> <p>Limiting Statement Planning takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.</p> <p>Expectations are inappropriate.</p>	<ul style="list-style-type: none"> Shows that thought has been given to how skills and understanding are built up. Shows what the learning objectives are and what learners will be doing. Shows what the language objectives are Where published materials are used, these are modified to meet the needs of the class. Indicates what support staff will be expected to do. Has evidence of differentiation Identifies opportunities to assess children's progress and attainment. Key vocabulary is identified Adequate use is made of a range of resources, including new technology Regular and accurate assessment informs planning, which generally meets the needs of all groups of pupils 	<ul style="list-style-type: none"> Takes account of previous learning Identifies learning objectives and success criteria Identifies language objectives and success criteria Where published materials are used, these are modified to meet the needs of the learners and their previous learning Gives support staff a good framework for their work and indicators of how to adapt it for SEN and EAL learners Provides a good framework for challenging more able learners. Has planned tasks to assess children's progress and attainment Shows how key vocabulary will be introduced Good imaginative use of resources, including new technology enhances learning Good assessment procedures inform good planning to meet the needs of all pupils 	<ul style="list-style-type: none"> Learning objectives are very clear and the build on what has gone before, learners' understanding and the flexibility and range of approaches to achieve them, taking account of learners' differing needs. Oral and written language models link clearly to the language objectives Links are made with future learning Differentiated success criteria allow all learners to make good progress Planning is used flexibly to embrace new ideas, feedback from formative assessment and unexpected progress Where published materials are used, these are modified to meet the needs of the environment, prior attainment and styles of leaning and teaching. Gives support staff a very good framework modifying approaches for individual SEN and EAL learners or those with disabilities Teachers and other adults are acutely aware of pupils' capabilities and prior learning and understand and plan very effectively to build on these 	

1b How good is teachers' command of areas of learning and subjects	SATISFACTORY	GOOD	OUTSTANDING	GRADE
Reasons why this part of the lesson was inadequate	<p>Plans reflect an understanding of what needs to be learned.</p> <p>In lessons teachers:</p> <ul style="list-style-type: none"> • Explain new ideas clearly and answer questions correctly • Extend learning by providing relevant experiences • Select and use appropriate resources which reflect the children's languages and cultures. • Teachers' subject knowledge is secure 	<p>Effective plans reflect a clear understanding of what needs to be learned, and how learners will be taught.</p> <p>In lessons teachers:</p> <ul style="list-style-type: none"> • Explain new ideas in ways that are relevant and meaningful to the learners. • Extend learning by providing relevant first-hand experience, drawing on links with other subjects or areas; • Are able to cater for the more able and those with special educational needs: and EAL learners • Select and use appropriate resources that interest and challenge learners from a range of cultural backgrounds • Teachers generally have strong subject knowledge which enthuses and challenges most pupils and contributes to good progress. 	<p>Teachers' expert knowledge is also demonstrated in the way they:</p> <ul style="list-style-type: none"> • Illuminate and enrich their teaching • Inspire learners • Encourage learners to ask challenging questions and answer them accurately or encourage learners to find out for themselves or from each other; • Extend learning by providing relevant first-hand experience, drawing on different contexts, and a wider body of knowledge or links with other subjects or areas. 	
1c How well does the learning environment support good teaching and learning?	SATISFACTORY	GOOD	OUTSTANDING	GRADE
Reasons why this part of the lesson was inadequate	<ul style="list-style-type: none"> • Is well organised and tidy • Displays reflect a range of curriculum and subject areas. • Displays are used as a resource for teaching • Displays reflect the cultures and languages of learners • Resources are accessible and children use them independently • The classroom is arranged with thought to the most appropriate model for the physical constraints of the room itself. 	<ul style="list-style-type: none"> • A range of children's work is celebrated • Displays including those which reflect cultures and languages are used to prompt learners' thinking • Resources are available to use, clearly labelled, displayed well and the learners take care of them. • The classroom is arranged with thought to the most appropriate model for the lesson activity, as well as the physical constraints of the room itself. • Key vocabulary and where appropriate translations of core words are displayed and used to support learning 	<ul style="list-style-type: none"> • The classroom environment is lively and stimulating creating a setting for the learning • Examples of particularly good work, including work in progress, are annotated so learners can see what they should be aiming for. • Examples of learners work in their first languages, are on display • Interactive displays are used well to support teaching • Facilitates independent learning 	
1d How good is the start of the lesson?	SATISFACTORY	GOOD	OUTSTANDING	GRADE
Reasons why this part of the lesson was inadequate	<ul style="list-style-type: none"> • The learners settle quickly • The teacher engages all the learners quickly and creates a clear sense of purpose using a range of resources including visual material and artefacts • Learning objectives are shared with the learners • Teachers use questioning to ascertain levels of understanding 	<ul style="list-style-type: none"> • Learning starts promptly • The teacher sets an aspirational tone to the learning with high expectations • Learning and language objectives are shared with the students and are reinforced visually • The teacher uses learners' responses to assess language as well as subject knowledge and understanding • The teacher engages all the children quickly and there is a sense of anticipation and excitement 	<ul style="list-style-type: none"> • Learning objective are shared clearly both visually and orally, identifying a clear purpose to the learning based on previous and future learning and they explain the process by which the learning will take place • Language objectives are shared and examples provided • The teacher assesses previous learning through probing questioning and uses this to inform the pace and content of the lesson –using planning flexibly 	

1e How well do teachers interest, encourage, engage and challenge learners	SATISFACTORY	GOOD	OUTSTANDING	GRADE
<p>Reasons why this part of the lesson was inadequate</p> <p>Limiting statement:</p> <p><i>Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks.</i></p> <p><i>Pupils, or particular groups of pupils, make too little progress.</i></p>	<ul style="list-style-type: none"> • Activities are interesting • There is a balance of taught, individual and collaborative work. • Questioning provides opportunities to develop understanding and assess learning • Learners are given opportunities to talk about what they have learned • Learners are encouraged to be independent but are supported where they need extra help • Learners are encouraged to do their best • Teachers use ICT to support learning • Teaching may be good in some respects • There are no endemic inadequacies • Pupils show interest in their work and are making progress broadly in line with their capabilities. • Teaching ensures pupils are generally engaged by their work and little time is wasted 	<ul style="list-style-type: none"> • Activities are stimulating with relevant learning experiences • Has planned questioning to provide frequent opportunities for higher order questioning • Learners are encouraged to verbalise their thinking through whole class discussion and response partners • Learners are encouraged to persevere • Teaching seeks to extend learners intellectually, physically and creatively • Lessons have pace • ICT is used interactively to enhance learning • Teaching strategies should reflect different learning styles • Teaching is consistently effective in ensuring that pupils are motivated and engaged 	<ul style="list-style-type: none"> • Activities are planned to be stimulating and challenging with vivid real and relevant learning experiences • Learners are regularly prompted to develop and justify answers, speculate and hypothesise • Learners questions and learner motivated enquiry are welcomed • Learners are encouraged to persevere to solve problems through the application of well-rehearsed strategies • Stimulates creativity, imagination and independence • Lessons have good pace but allow time for consolidation and reflection • ICT is used where appropriate to extend and enrich the learning experience • Teaching is at least good and much is outstanding resulting in exceptional pupil progress 	
<p>1f How effectively do teachers manage behaviour</p> <p>Reasons why this part of the lesson was inadequate</p> <p>Limiting Statement:</p> <p><i>Pupils' poor behaviour and rudeness occur more frequently than on very isolated occasions and inhibit progress in lessons or well being on more than isolated occasions.</i></p> <p><i>Time is wasted through persistent low-level disruption, excessive off-task chatter and a lack of attention.</i></p> <p><i>Some pupils show a lack of respect for – or direct challenge to – adults or other young people, including incidences of racist or sexist behaviour and other forms of bullying.</i></p>	<p>There is a positive climate for learning in which learners feel secure including:</p> <ul style="list-style-type: none"> • Effective organisation of activities • Mutual respect and properly established work habits • A consistent implementation of the behaviour policy • Pupils behave so that learning proceeds appropriately and time is not wasted • Pupils are polite and generally respond appropriately to sanctions • Incidents of poor behaviour are uncommon 	<p>There is a productive climate for learning in which learners feel secure including:</p> <ul style="list-style-type: none"> • Clear and efficient organisation of activities and groups • An emphasis on self discipline and mature behaviour • Pupils behaviour makes a strong contribution to good learning in lessons • Their behaviour is welcoming and positive • They behave considerately towards each other 	<p>There is a productive climate for learning in which learners feel valued and secure including:</p> <ul style="list-style-type: none"> • Efficient organisation of activities and groups where the rationale is shared with learners • Fair and clear exercise of authority leading to excellent standards of behaviour • Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos • Pupils are highly considerate and very supportive of each other in lessons • No evidence of disruptive behaviour 	GRADE

1g How effectively do teachers promote equality of opportunity and ensure inclusion	SATISFACTORY	GOOD	OUTSTANDING	GRADE
<p>Reasons why this part of the lesson was inadequate</p> <p>Limiting Statement: The teacher does not have relevant insight into the performance and participation of different groups of pupils.</p> <p>The teacher is inactive in tackling material differences between groups and/or in tackling discrimination.</p>	<ul style="list-style-type: none"> All learners are treated with respect Teaching methods and resources are without bias and free from stereotyping Sensitivity is shown to learners' individual circumstances, beliefs and cultures in the way questions are asked or ideas promoted SEN and EAL learners are well supported Able pupils are challenged 	<ul style="list-style-type: none"> Relationships are warm but respectful Learners' contributions are valued and encouraged SEN and EAL learners are well supported and encouraged to contribute fully in class discussions through well-targeted questions Able learners are challenged and extend their learning. 	<ul style="list-style-type: none"> Teaching methods and resources are properly matched to meeting the needs of all the learners in the class SEN and EAL learners are well supported through differentiated tasks, one to one and small group work Provides positive role models for different groups of learners Able learners are challenged and extend their learning. They do not waste time on things they can already do or already know. 	
1h How effectively do teachers make use of Teaching Assistants and other staff	SATISFACTORY	GOOD	OUTSTANDING	GRADE
<p>Reasons why this part of the lesson was inadequate</p>	<ul style="list-style-type: none"> Teaching assistants are adequately managed and are effective Teaching assistants know what they need to do to support learners including EAL and SEN Support provided by other adults is effectively deployed 	<ul style="list-style-type: none"> Teaching assistants make a significant contribution to the meeting of individual needs Teaching assistants have access to plans, IEPs and EAL language levels to inform their work TAs clearly understanding of how to model language and scaffold learning 	<ul style="list-style-type: none"> Well directed teaching assistants reinforce and support learning very effectively; sometimes taking responsibility for planning activities for groups of students or individuals 	
1i How effectively do teachers use the plenary to reinforce learning and assess understanding	SATISFACTORY	GOOD	OUTSTANDING	GRADE
<p>Reasons why this part of the lesson was inadequate</p>	<ul style="list-style-type: none"> The plenary is an opportunity for learners to share what they have done and to encourage some reflection of what they have learned 	<ul style="list-style-type: none"> The plenary is used as an opportunity for learners to reflect on what they have learned and what they need to do to progress further Teachers use this as an opportunity for assessment Sets the context for the next lesson/future learning 	<ul style="list-style-type: none"> Lessons culminate in an interactive session that encourages learners to reflect on their learning. Pupils know what they have learnt. They understand how they have learnt this and know what they need to do next. Teachers use this opportunity to assess what children need to do next and amend their planning accordingly Links are made with the future learning 	
1j How effectively do teachers assess learners' work thoroughly and constructively	SATISFACTORY	GOOD	OUTSTANDING	GRADE
<p>Reasons why this part of the lesson was inadequate</p> <p>Limiting Statement: Assessment takes too little account of the pupils' prior learning or their understanding of tasks and is not used effectively to help them improve.</p> <p>The teacher is not using target –setting effectively to raise expectations and improve outcomes.</p>	<ul style="list-style-type: none"> Teachers let learners know how well they are doing and use this information to set targets Teachers' monitor pupils' work during lessons, pick up general misconceptions and adjust their plans accordingly to support learning Pupils are informed about their progress and how to improve through marking and dialogue with adults 	<ul style="list-style-type: none"> Learners are regularly involved in helping to assess their own work Learners are set appropriately challenging targets, know what these are and are able to talk about their progress towards them Detailed feedback Teachers listen to, observe and question groups of pupils during lessons in order to reshape tasks and explanations to improve learning 	<ul style="list-style-type: none"> Learners with help judge success of their work and set targets for improvements Learners are encouraged to monitor their own progress against targets and seek further challenge where these are achieved Marking and dialogue is consistently high quality Teachers systematically and effectively check pupils understanding throughout lessons intervening with striking impact on the quality of the lesson 	

HOW WELL DO LEARNERS LEARN				
2a To what extent do learners acquire new knowledge or skills in their work; develop ideas and increase understanding?	SATISFACTORY	GOOD	OUTSTANDING	GRADE
Reasons why this part of the lesson was inadequate Limiting Statement: <i>The extent to which pupils acquire knowledge, develop understanding and learn and practice skills is inadequate.</i>	Learners make progress both within individual lessons and over time. Learners; <ul style="list-style-type: none"> • Can explain what they have done • Can explain in home language where appropriate • Can reapply some of the learning to a new problem • Show awareness of how current learning related to previous work • Will answer questions • The extent to which pupils acquire knowledge, develop understanding and learn and practice skills is at least satisfactory • Pupils make expected progress given their starting points, some may make good progress 	Learners make good progress and; <ul style="list-style-type: none"> • Can explain what they have learned • When asked can apply what they have learned to new situation • Understand how current learning relates to previous work and what comes next • Ask an answer questions related to their work • Learners will use their first language in class where it helps their understanding • Pupils acquire knowledge, develop understanding and learn and practice skills well • A large majority (65% - 79%) of groups of pupils make at least good progress, with some making outstanding progress, nothing is inadequate 	Learners make very good progress both within individual lessons and over time. Learners; <ul style="list-style-type: none"> • Can explain confidently and clearly how and what they have learned • Are creative and show initiative and apply learning to new situations • Ask questions and show an eagerness to learn • Learners are confident to use their first language to enhance their learning. • Pupils acquire knowledge, develop understanding and learn and practice skills exceptionally well • Progress is at least good for different groups and exemplary for some 	
2b To what extent do learners show engagement, application and concentration to work productively	SATISFACTORY	GOOD	OUTSTANDING	GRADE
Reasons why this part of the lesson was inadequate Limiting Statement: <i>Pupils do not enjoy the activities provided, which is reflected in poor completion of tasks.</i>	Learners are willing to engage in learning and have established work habits. They; <ul style="list-style-type: none"> • Are not easily distracted • Produce work of a good standard • Show a willingness to improve further • Complete work with the time available • Pupils understand what is expected of them when asked to work on their own or in small groups and only gentle prompting is needed to maintain discipline • Most pupils work effectively when provided with appropriate tasks and guidance but lack confidence in improving the quality of their work 	Learners are eager to engage in learning and have good work habits. They; <ul style="list-style-type: none"> • Work well and are not easily distracted • Consistently produce work of a good standard and respond to guidance on how they can improve further • Pupils routinely show responsibility in responding to the expectations of staff, set consistent standards for themselves and respond quickly and well to any additional guidance from staff about how to conduct themselves • Pupils are keen to do well, apply themselves diligently and work at a good pace 	Learners are eager to engage in learning and have very good work habits that maximise time for learning. <ul style="list-style-type: none"> • They work intently and are not distracted. • Able learners go beyond the set task or extend the scope of their learning • Behaviour for all groups is exemplary and pupils encourage others to conduct themselves well • Pupils demonstrate excellent concentration and are rarely off task 	

2c To what extent do learners develop the capacity to work independently and collaboratively	SATISFACTORY	GOOD	OUTSTANDING	GRADE
<p>Reasons why this part of the lesson was inadequate Limiting Statement: Too many pupils fail to work effectively unless closely directed by an adult and give up easily.</p> <p>The teacher is over controlling the lesson and is not allowing the pupils to learn independently or in groups.</p>	<ul style="list-style-type: none"> A range of opportunities are planned to allow learners to work both collaboratively and independently over time. Learners; Listen to others opinions Are sensible in organising the resources they need Know when to ask for help Complete homework tasks set Pupils generally work steadily and occasionally show high levels of enthusiasm and interest. 	<p>Learners;</p> <ul style="list-style-type: none"> Listen to others opinions and express their own views and ideas sensibly Show initiative and take responsibility for organising the resources they need Plan and use their time well including the completion of homework tasks Pupils seek to produce their best work and are enthusiastic about learning. 	<p>Learners;</p> <ul style="list-style-type: none"> Show a mature attitude to collaborative learning listening to others opinions and expressing their own ideas sensibly Identify roles and responsibilities within a group situation Where required complete work unaided Pupils have developed resilience when tackling challenging activities 	
2d To what extent are learners able to reflect on their own learning and use this knowledge to plan their work	SATISFACTORY	GOOD	OUTSTANDING	GRADE
<p>Reasons why this part of the lesson was inadequate</p>	<p>Learners;</p> <ul style="list-style-type: none"> Are encouraged to talk about their work Take account of what they need to do to improve further 	<ul style="list-style-type: none"> Are encouraged to reflect on their learning through discussions with the plenary Are aware of a range of strategies for completing tasks Know the standard that which they are working and take account of what to do to improve further Understand that progress and achievement are important. Pupils know how well they have done and can discuss what they need to do to sustain good progress 	<ul style="list-style-type: none"> Are routinely encouraged to reflect on their own learning through, for example, clear, focussed and frequent differentiated questions. know "what helped them to learn" Are aware of how they can help themselves to learn, understand and remember. Believe that effort will lead to success Pupils understand in detail how to improve their work and are consistently supported in doing so 	

TEACHING: ESSENTIAL QUALITIES

THE TEN ESSENTIAL Ps TO EFFECTIVE TEACHING	ADDITIONAL COMMENTS
<ul style="list-style-type: none">• Planning: effective informed and flexible• Preparation: of the lesson e.g resources• Place: use, selection and management of the learning environment – managing risk• Personality: of YOU the teacher – do you make learning stimulating, exciting, challenging, interesting, fun?• Pressure: appropriately challenging expectations• Pupils: i.e are they doing, actively engaged in the learning, not passive• Positive Praise: use of to promote a happy and safe learning environment• Plenaries: mini and final leading to constant self evaluation and assessment• Performance: the teacher and the pupils know how well they are doing and where to go next.• Pace THE GREATEST OF THEM ALL without pace the lesson cannot achieve it's potential <p>When working with the whole class</p> <ul style="list-style-type: none">• Pupils' attention gained and maintained?• Purpose of less made clear to pupils?• Links made with previous work?• Appropriate pace and challenge?• Clear, audible, varied voice?• Effective interaction with pupils?• Clear explanations and instructions?• A range of questioning techniques used?• Appropriate responses to pupils' questions?• Use of praise and encouragement?• Addresses errors and misconceptions?• Evidence of differentiation and matching?• All pupils encouraged to participate?• Movement of pupils managed effectively? <p>When pupils are working independently or in groups:</p> <ul style="list-style-type: none">• Tasks are matched to the needs of pupils?• Appropriate groupings of pupils?• Careful management of resources?• Awareness of all pupils in the classroom?• Appropriate level of noise?• All pupils on-task and making progress?• Addresses errors and misconceptions?• Appropriate feedback to individuals?• Is able to gain the attention of the class?• Uses time limits and targets to maintain pace?• Teacher continues to teach/assess?• Teacher does not fire fight but maintains his/her agenda?• Pupils know how to help themselves?• Pupils know what to do next? <p>At the end</p> <ul style="list-style-type: none">• Pupils know what they have achieved?• Teacher knows what has been achieved?	

**MOLESCROFT PRIMARY SCHOOL
LESSON OBSERVATION SUMMARY**

TEACHER _____
 YEAR GROUP / SET _____
 SUBJECT _____
 DATE _____
 TIME _____
 OBSERVED BY _____



CODE	AREA	GRADE	SUMMARY	OVERALL GRADE	
QUALITY OF TEACHING			QUALITY OF TEACHING GRADE		
1a	Planning				
1b	Teacher knowledge				
1c	Learning environment				
1d	Start of lesson				
1e	Challenge				
1f	Behaviour management				
1g	Inclusion				
1h	Use of other adults				
1i	Plenary				
1j	Assessment				
QUALITY OF LEARNING			QUALITY OF LEARNING GRADE		
2a	Acquiring new knowledge /skills				
2b	Pupil engagement				
2c	Independent and collaborative work				
2d	Pupil reflection				
TARGETS FOR DEVELOPMENT					