

### Grad2Teach Lesson Observation form

#### Instructions for using this form

This lesson observation form should be used by in-school mentors (ISMs) and Professional Assessors (PAs) supporting the professional development and practice of trainees on Phase 1 of the Grad2Teach teacher training programme.

#### Arriving at a judgement

Complete the observation of the trainee, by:

- (a) Ticking or highlighting anything within the descriptors that there is **evidence** of during the observed time
  - (b) Using the ticks/highlighting to give an overall **'best fit' judgement per Teaching Standard** (ie. working towards, emerging or becoming established) in the corresponding column
  - (c) Using the commentary boxes underneath the table to elaborate on the details of what the trainee did well, how they can develop their practice further, and the observer's recommended Teachers' Standards targets. You should also use the fourth column to highlight these targets (with a tick or similar), up to a maximum of 3
  - (d) Completing a comment, following your post-observation professional dialogue with the trainee and their ISM, on their progress towards Teaching Standard 8
- **Term 1 expectation ('Working towards'):** the teacher is learning about what constitutes good practice and beginning to demonstrate an ability to use some appropriate strategies.
  - **Term 2 expectation ('Emerging'):** good practice habits are beginning to underpin the teacher's lessons but are not yet used consistently/embedded effectively.
  - **Term 3 expectation ('Becoming established'):** good practice habits are starting to become established. The standard of the trainee's daily practice is consistently good.

We hope that using a transparent system like the above for G2T observations will enable our trainees to have a clearer picture of their progress so that they can take greater ownership of their training journey.

#### Lesson context (observer to complete)

Date:	
Name of trainee:	
Name/s of observer/s:	
Lesson topic and objective:	
Year group and number of pupils:	

Teaching Standard	Lesson component descriptors – use these to help you to make <b>one judgement</b> per standard	Working towards	Emerging	Becoming established	Target? (Y/N) (Maximum of 3)
TS1 Set high expectations	<ul style="list-style-type: none"> <li>Pupils enjoy a positive learning climate (encouragement, respect, turn-taking, trust)</li> <li>Pupils demonstrate a ‘can-do’ attitude/willingness to make mistakes/share learning with others</li> <li>Pupils’ efforts are recognised with appropriate praise</li> <li>Teacher motivates with tasks which offer challenge but are achievable</li> <li>Teacher language consistently promotes high expectations esp. challenge and aspiration</li> <li>Teacher reinforces expectations well/as necessary</li> </ul>				
TS7 Manage behaviour effectively	<ul style="list-style-type: none"> <li>Well-established routines allow learning opportunities to begin immediately</li> <li>A clear system of rewards and sanctions has been created in the classroom and is used consistently</li> <li>Teacher uses early and least intrusive interventions well to quell low-level disruption</li> <li>Teacher understands and applies the school’s behaviour policy consistently well to maintain excellent behaviour for learning</li> <li>Pupils’ understanding of instructions is checked by the teacher before tasks are started</li> </ul>				

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<p>TS4 Plan and teach well-structured lessons</p>	<ul style="list-style-type: none"> <li>• Substantial time has been allowed for pupils to learn and practise using and applying core knowledge to build confidence</li> <li>• Substantial time has been allowed for pupils to learn and practise using and applying core skills to build confidence</li> <li>• Pupils are given appropriate time to ask, think about and answer questions to deepen their understanding of the topic</li> <li>• Learning material is/tasks are broken down into manageable chunks</li> <li>• Explanations are sensitive to pupils' current level of understanding and demonstrate forethought and rehearsal (eg. anecdotes and analogies are incorporated easily to help make learning 'stick')</li> <li>• Methods of scaffolding (eg. sentence stems) are used well to enable pupils to show their learning in greater depth and detail</li> <li>• Questions are planned and stretch pupils' thinking</li> <li>• Narrated thought processes are used well during modelling to support learning (metacognition)</li> </ul>				
<p>TS5 Adapt teaching</p>	<ul style="list-style-type: none"> <li>• Pupils requiring additional support/who need new content broken down a little more have been identified and are well supported in the lesson</li> <li>• High expectations of all pupils are maintained while the lesson is adapted to accommodate pupils' different learning needs</li> <li>• TAs are used effectively in the lesson</li> <li>• Resources are well-designed to support the learning of all pupils</li> <li>• Effective judgements are made about lesson content to keep the learning sequence simple eg. the use of additional practice/explanations and removal of unnecessary lesson elements</li> </ul>				
<p>TS3 Demonstrate good subject and curriculum knowledge</p>	<ul style="list-style-type: none"> <li>• Lesson resources and teaching materials are chosen judiciously to create a good sequence of learning/lesson plan</li> <li>• Lesson plan/lesson incorporates focused questions which focus pupils' thinking on key concepts</li> </ul>				

	<ul style="list-style-type: none"> <li>• Clear links are made to previous and future learning to support pupils' ability to recognise contrasts and similarities within the topic</li> <li>• Tasks set enable pupils to learn key ideas securely (eg, recaps, quizzes, problem-solving, practice questions)</li> <li>• Pupils are focused on and well supported to maintain high standards of literacy</li> <li>• (If relevant) Exam criteria/subject specifications/mark schemes AOs etc are utilised well within task-setting, explanations and feedback to support pupils' understanding and progress at SAT/GCSE/A-level</li> </ul> <p><b>(Turn over)</b></p>				
TS6 Make accurate and productive use of assessment	<ul style="list-style-type: none"> <li>• Formative assessment tasks are well-linked to lesson objectives</li> <li>• A range of formative assessment tasks are used well, such as questioning (planned, targeted, cold -calling) think/pair/share, whole-class feedback, mini-plenaries, self and peer-assessment etc.</li> <li>• Tasks and questions work well to highlight knowledge gaps and misconceptions during the lesson</li> <li>• Pupils are effectively monitored as they work</li> <li>• Verbal feedback is timely and responsive, enabling pupils to make improvements to their work and understanding in 'real time'</li> <li>• Pupils receive appropriate 1:1/small-group intervention as required</li> </ul>				
TS2 Promote good progress	<ul style="list-style-type: none"> <li>• Common misconceptions have been considered, planned for and are managed well in the lesson</li> <li>• Cognitive overload has been considered and content kept manageable</li> <li>• Complex material has been broken down into smaller steps</li> <li>• 'New' lesson content is contextualised with good links to prior learning</li> </ul>				

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	<ul style="list-style-type: none"><li>• Cycles of explanations, repetition, practice and retrieval are nicely balanced throughout the lesson</li><li>• Pupils are increasingly challenged as knowledge becomes more secure</li></ul>				
TS8 Fulfil wider professional responsibilities	<ul style="list-style-type: none"><li>• Punctuality, organisational ability, reliability</li><li>• Improving pedagogical understanding through wider networks</li><li>• Engaging critically with research</li><li>• Asking for and utilising feedback and critique from mentors and colleagues</li><li>• Working well with others/making a positive contribution to their school and community</li></ul>	*Please complete at the bottom of this form following a professional dialogue with the trainee and a discussion with the ISM			

**Observer commentary on the observed lesson**

What did the trainee do well in this lesson?	
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Where are the opportunities for the trainee to develop their practice further?	
Which of the Teachers' Standards should the trainee prioritise?  (NB: These should tally with the table above – and number no more than 3)	
What further research, reading or experience can you recommend to help the trainee make progress in these areas?	
Any other comments (optional)	

**Fulfilling wider professional responsibilities**

How well is the trainee fulfilling their wider professional responsibilities?
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