

## Guidance with questions to support your completion of the 'observation of colleagues' document: Focus on formative assessment

**Beginning the lesson:** What do pupils walk into? A task on the board? A question? What is the teacher's intended purpose at this point? Are pupils being directed to particular seats or tables? Why might this be? (You can always discuss how the teacher has created their seating plan as part of a follow-up discussion and use this to inform your own approach)

### During the lesson

- **Lesson/learning objectives (LO):** Make a note of the LOs. What methods does the teacher use to ensure that pupils understand what the LOs are, and how are they made relevant to the lesson? (For example, by introducing or revisiting a success criteria/references to the curriculum or exam criteria/work from last lesson and its relationship to the LOs, etc)

- **Starter activity:** How does the teacher establish pupils' current levels of knowledge and understanding of the lesson topic? Is there a recap of prior learning? How is this done? (eg. written task, board work, class or paired discussion?) **What questions move the learning forward? Do the questions involve all pupils? How? (eg. Think/pair/share; class consensus)**

- **Lesson activities:** How does the teacher develop the lesson from the starter? How does the teacher manage the learning opportunities within the task/s to make sure pupils have a clear 'roadmap' for success and it meets the LO? (For example, how are instructions and explanations given? Are scaffolds/models/images/videos/examples used to add clarity?)

- **Monitoring and intervening techniques:** **What questions are asked during the main body of the lesson? Are they planned? Do the questions involve all pupils? How?** What strategies are used to engage pupils - especially passive ones? **Does the teacher adapt his/her questions or other elements of the lesson in response to the class? (If they do, this is when the assessment becomes truly 'formative'!)** How are pupils supported to experience success in the lesson? (For example, does the teacher mark/give **verbal or written** feedback at the pupils' desks as they work? Or re-explain key elements to tables/specific pupils, draw the class back to the front for further clarification/exploration/modelling/explanation?)

- **Feeding back/Review of learning (plenary):** **How does the teacher get to a point where he/ she knows the progress or attainment of all pupils by the lesson end?** What methods work best to help them build this picture? How can pupils judge their success during and at the end of the lesson? For example, is it through whole-class feedback on the board with contributions from pupils, or peer/self-assessment against a success criteria linked to the LOs?

### Remember:

- Be on time for your lesson observations.
- Judgements should be left at the door – you may disagree with someone's teaching as it is not how you would have approached the lesson, but this doesn't make the teacher wrong – there is not one correct approach for that topic/lesson.
- Be gracious as you are a guest in your colleague's classroom – Professional Values (AO1)