

Guidance with questions to support your completion of the 'observation of colleagues' document: Focus on Lesson Planning

Before the observation

- Try to meet your colleague before the lesson that you are observing. Inform your colleague that your focus is on the impact of lesson planning on pupils' learning/progress. Find out what the teacher is intending to teach, the wider context of the lesson (where it fits in with the SOW) and the class.
- Ask the teacher if and when you can interact with the pupils. Remember it is their classroom and their lesson, and it is up to them whether it will be appropriate for you to interact at some point during the lesson.

Before the lesson

- **Entry into the classroom.** How has the teacher planned for the entry of the pupils and what impact does this have on pupils' behaviour? How quickly are the pupils ready to learn?

During the lesson

- **Learning objectives (LOs):** Make a note of the LO's. Are the LO's made explicit to the pupils, reinforced throughout the lesson and made reference to in the plenary? What impact does having LO's have on pupils' learning in the lesson?
- **Starter activity:** Does the starter activity focus on reinforcing prior learning, set the bigger picture of the lesson in the series of lessons and/or introduce new material that will be learnt in this lesson? What impact does this have on pupils' learning?
- **Lesson activities:** Are the lesson activities planned to enable pupils to meet the LO's and make expected progress? How do you know this?
- **Behaviour for learning:** Does the lesson plan support pupils' engagement and behaviour throughout the lesson?
- **Pace of the lesson:** How has the teacher planned the timings of the range of activities and transitions in the lesson? Think about the length of time given to the starter, teacher exposition/explanations, whole class discussions/feedback, independent learning, paired work and groupwork. What impact does this have on pupil learning?

End of the lesson

- How does the teacher draw the lesson to a close? Is there an effective plenary and dismissal? What does an effective plenary and dismissal look like? What impact does the plenary have on the pupils' learning? Have the pupils made the expected progress?

After the observation

- After the observation, if you can speak to the teacher, it is a great opportunity to gain an insight into how the lesson went for them. Did their lesson plan enable pupils to learn and make expected progress?

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)