

## **Guidance with questions to support your completion of the 'observation of colleagues' document: Focus on behaviour management**

### **Before the lesson**

- Entry into the classroom. What impact does this have on pupils?

### **Start of the lesson**

- Organisation of the teacher, introduction to the lesson and starter activity.

How does the teacher begin the lesson? What effect does this have on the class? Are the pupils engaged right from the start? Are the pupils on task quickly?

### **During the lesson**

- Classroom expectations: Are they made clear and reinforced by the teacher? What impact does this have on pupils?

- Are pupils engaged/motivated? What are the reasons for the level of engagement?

- What is the teacher's positioning throughout the lesson?

What impact does this have on pupils? Think about: How do they ensure the pupils are on task? When and how do they move around the room? How do they monitor the pupils' behaviour in the classroom? How is the teacher's attention divided during the lesson and does this impact their classroom and behaviour management?

- Classroom management: What strategies are being used and what impact do they have on pupils? For example, teacher modelling the expected behaviour, use of praise/rewards, use of non-verbal communication and use of pupils' names. Does the teacher vary their tone of voice? How does the teacher deal with any silences? How does the teacher deal with transitions? Do the pupils have strategies for when they are stuck? Are there further opportunities available for pupils who have finished their work?

- Does the teacher refer to the school's behaviour policy? Does the teacher have a seating plan? What impact does this have on pupils?

### **Classroom and practical activities**

- How are the different activities managed? Independent learning, paired work, group work, practical work, whole class discussions. What impact does this have on the pupils?

### **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 this have on the pupils?

### **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)