**Observation of Teaching Form O3**

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| **Name of Observer:** | | | | **Date of observation** | | | | | | | | |
| *Please indicate below the capacity in which you are observing the session ( more than one box can be ticked)* | | | | | | | | | | | | |
| Subject specialist | Teacher trainer | | | Mentor | | | | | Other please specify. | | | |
| **Subject Specialist Feedback** Subject Specialist observers should complete the form with particular attention to subject to specialist planning and preparation, curriculum knowledge and understanding and in particular, how effectively up to date knowledge of subject specialist/vocational area is demonstrated and its impact on the learning progress and development of learners in the subject. | | | | | | | | | | | | |
| **Trainee** | | | | **Location of session** | | | | | | | | |
| **Subject** | | | | **Course/level/year being taught** | | | | | | | | |
| **Title of session** | | | | | | | | | | | | |
| Time from and to | | | Duration of observation | | | | | No. of students in group | | | | |
| Module 2 Becoming a Subject Specialist teacher (please circle number of observation) | | | | | | | | | | | | |
| **1st** | | **2nd** | | | **3rd** | | | | | **4th** | | |
| Module 3 Being a Subject Specialist Teacher (please circle) | | | | | | | | | | | | |
| **1st** | | **2nd** | | | **3rd** | | | | | **4th** | | |
|  | | | | | | | | | | | | |
| Module /Level (please tick) | | | | Foundation(F) | | Intermediate(I) | Higher(H) | | | Masters(M) | Pre-  Service | In -Service |
| Module 1 Micro lesson | | | |  | |  |  | | |  |  |  |
| Module 2 Becoming a Subject Specialist Teacher | | | |  | |  |  | | |  |  |  |
| Module 3 Being a Subject Specialist Teacher | | | |  | |  |  | | |  |  |  |

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| **Strengths** |
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| **Development points** |
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| **Subject Specialist Comments**  Including overall quality of learning, effectiveness of planning, preparation, learning activities and assessment in developing the learners’ knowledge of the subject**,** employability skills and up to date subject/ industry standard practice**;** motivation and inspiration of learners to achieve and develop their skills to enable progression in their subject**;** health and safety related to the specific curriculum area; English and maths skills in relation to their specialist subject? |
| **Subject Specialist comments on the session and suggestions for development** |
| **General Comments on the session and suggestions for development**  Including overall quality of learning, effectiveness of planning, preparation and learning activities, impact of trainee’s communication skills on learning, integration of English, mathematics and ICT, how the trainee’s approach to equality and diversity impacts on learning, effectiveness of assessment and feedback, adaptive teaching and the achievement of individual learner. |
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**Important notes:** The statements in the boxes refer only to the session being observed and not to the trainee’s general abilities as a developing teacher.

The comments boxes can be used to provide additional points from the observer. If you are a subject specialist observer, the comments box can be used to draw attention to practice relating to the specialist nature of the lesson

| *Tick appropriate box to right* | |  | | |  | |  | | |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reasons **may** include: | |  | | |  | |  | | |  |
| **Planning** | | Lack of detail  Learning outcomes for lesson not sufficiently defined  Inappropriate level for learners and subject | | | Relevant learning outcomes but could be more clearly expressed.  Content sufficiently develops all learners’ knowledge and understanding/skills. | | Detailed  Clearly expressed learning outcomes deepen learners’ knowledge/understanding/skills.  Lesson content supports learners’ development | | | Appropriate, relevant and challenging outcomes for learners.  Session planned to enable learners to achieve these challenging outcomes. |
| Comments (as appropriate) | | | | | | | | | | |
| **Preparation**  *Eg of strategies, resources, equipment, environment and any available learning support.*  *Takes account of subject being taught* | | Under- or unprepared in strategies, resources, environment. Lack of attention to detail. | | | Lesson is adequately prepared, although level of attention to detail impacted adversely on the teaching and learning taking place. | | Detailed preparation which takes account of the learners, the context and teaching and learning in the subject. | | | Preparation enables a degree of flexibility in anticipation of the needs of learners, the context and teaching and learning in the subject. |
| Comments (as appropriate) | | | | | | | | | | |
| **Structure and sequencing**  *eg recap, intro, chunking and linking of content, , opportunities for application of learning , mini plenaries, plenary etc* | | Lesson did not show appropriate structure and sequence. Insufficiently linked to planned outcomes. | | | Structure and sequence is evident but does not take sufficient account of individual learners and context. | | Lesson is organised structured and sequenced appropriately to enable learning outcomes to be achieved. | | | Organisation of the lesson content is thoughtfully and intentionally structured and sequenced to a high level to achieve planned outcomes. Flexible and able to make responsive adjustments to learners’ needs and context. |
| Comments (as appropriate) | | | | | | | | | | |
| **Communication**  *Verbal, non-verbal, instructions, questioning, interactions, briefing, debriefing, plenary* | | Communication is ineffective. This may be because instructions or teacher exposition are unclear, and/or because interaction between teacher and learners is absent or very limited. | | | Communication is mostly adequate but interactions between teacher and learners are limited and some opportunities for promoting learning are missed. | | Good. Communication is clear and encourages learners to interact with teacher and other learners. | | | Excellent. Highly effective dialogue between teacher and learners in all phases of the lesson. |
| Comments (as appropriate) | | | | | | | | | | |
| **Resources** | Resources are not sufficiently matched to learners’ needs. | | | Resources are mostly appropriate but do not meet all needs and/or limit the quality of learning possible. | | Appropriate resources are used effectively to support most learners. | | | Resources are well-judged and used effectively to support learners in achieving learning outcomes. | |
| Comments | | | | | | | | | | |
| **Subject knowledge** | | Subject knowledge is limited, ineffective, inaccurate and/or at a level which does not support the learners’ development. | | | Demonstrates secure subject or vocational knowledge that is relevant to developing learners’ understanding and skills. | | Uses secure subject or vocational knowledge to find and underpin different teaching and learning strategies and ways of explaining/demonstrating key concepts and skills. | | | Applies depth of subject or vocational knowledge to support learners in acquiring appropriate understanding and skills, ensuring expected progress for all through a range of approaches. |
| Comments | | | | | | | | | | |
| **Management of lesson and classroom behaviour**  *Behaviour issues, classroom management, emotional intelligence, interactions* | | Learners’ lack of engagement/low level disruption reduce learning and/or lead to a disorderly environment | | | Occasional low-level inattention/disruption. Nearly all learners respond positively. Clear procedures for managing interaction/behaviour but not always used consistently. | | A good climate for learning is maintained. Activities, interactions and behaviour managed consistently well. | | | A positive climate for achieving high standards of learning exists throughout the lesson. Teacher manages activities, interactions and behaviour skilfully and with great consistency. |
| Comments | | | | | | | | | | |
| **Questioning**  *Level, distribution, clarity, stretch and challenge. Assessment for Learning strategies* | | Learners are not engaged through questioning and other assessment for learning strategies. Poor use of questions to support teaching and learning. | | | Inconsistent use of questions to support teaching and learning Nearly all learners are engaged through questioning. | | Secure and consistent use of questioning strategies which supports all learners to develop appropriate understanding. | | | Understanding is checked systematically and effectively throughout the lesson. Teacher anticipates where to intervene and impacts on the quality of learning. |
| Comments | | | | | | | | | | |
| **Safety, wellbeing, e-safety,** | | Teacher does not actively engage with safety issues and/or learners do not understand risks and may endanger themselves and others. | | | Learners know (or are made aware of) the risks they face and this is reflected in their behaviour. | | Teacher supports learners to identify unsafe situations and understand how to keep themselves safe. | | | Teacher supports learners to identify and understand unsafe situations very clearly. Learners are (or are made) highly aware of how to keep themselves and others safe. |
| Comments | | | | | | | | | | |
| **Adaptive teaching,**  **Interventions and support** | | Little adaptive teaching. Support and interventions have little or no impact on learning. | | | Some impact but not always timely or consistent in meeting individual needs. | | Good impact on learning. Appropriate interventions which reflect learners’ individual needs. | | | Notable impact. Sharply focussed and timely interventions. Where appropriate, learners’ individual needs accurately identified before and/or during lesson and teacher acts positively to meet these needs. |
| Comments: | | | | | | | | | | |
| **Expectations/challenge** | | Not high enough. Progress is limited. | | | Expectations sufficient for learners to make satisfactory progress towards meeting the requirements of their course. | | High and realistic expectations for learners in most aspects of the lesson. | | | Consistently high but realistic expectations of learners, including identification of learning outcomes, engagement in lesson, behaviour and achievement. |
| Comments | | | | | | | | | | |
| **Functional skills**  Reading, writing, communications, maths and ICT | | Personal knowledge and skills in English/mathematics/ICT are limited, ineffective , inaccurate and/or at a level which does not support the learners’ development. | | | Personal knowledge and skills in English/ mathematics/ICT needs some development. Occasional opportunities are taken to embed functional skills in learning sessions. | | Demonstrates secure personal knowledge and skills in English and mathematics. Identifies and uses opportunities to embed these skills in learning sessions. | | | Demonstrates secure and confident personal knowledge and skills in English/ mathematics/ICT. Consistently uses depth of knowledge and skills to embed opportunities for learners to develop in functional skills |
| Comments | | | | | | | | | | |
| **Equality, diversity and inclusion** | | Overlooked, ignored and/or opportunities missed. | | | Demonstrates an understanding of social and cultural diversity, equality of opportunity and inclusion. Occasional opportunities are taken to develop skills knowledge and understanding. | | Demonstrates a secure understanding and application to teaching of social and cultural diversity, equality of opportunity and inclusion. Most opportunities are taken to develop skills knowledge and understanding. | | | Promote learners' understanding by exploiting the potential provided by social and cultural diversity, equality of opportunity and inclusion and show a depth of understanding of their implications for teaching and learning. |
| Comments | | | | | | | | | | |
| **Assessment, Feedback and/or marking** | | Assessment is not used effectively to help learners improve. Feedback and/or marking is minimal | | | Work is monitored during the lesson. General misconceptions are picked up. Plans are adapted but this is not always timely or relevant. Feedback and/or marking is inconsistent. | | Progress is assessed regularly and accurately. Teacher listens to, carefully observes and skilfully questions learners to reshape tasks and explanations to improve learning. Learners know how well they have done and how to improve. Feedback and/or marking is regular. | | | Understanding is checked systematically and effectively, anticipating interventions Consistently high quality of constructive feedback and/or marking |
| Comments | | | | | | | | | | |
| **Progress and Learning** | | Some or all are making weak progress. Learning is limited. Learners underachieve | | | Learners engage consistently with the learning activities. Progress is broadly in line with the intended outcomes of the session. | | Most learners make good progress and achieve intended outcomes by the end of the session. Learning activities are effectively completed and support achievement. | | | There is a clear focus throughout the session on learner achievement. Most learners achieve intended outcomes and make sustained progress towards appropriately high standards. |
| Comments | | | | | | | | | | |
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| **Has the trainee, on the basis of the session observed demonstrated acceptable practical teaching for this stage of their course?**  Please select.: Yes/No | | | | | | | | | | |
| Observing tutor: | | | Observing tutor’s signature: | | | | | Date: | | |