

| **Observing Expert Colleagues- Maths** | | |
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| This optional proforma can be used or adapted when trainees observe Maths lessons taught by teachers. **(**NB not all features are appropriate to each year group or situation; please adapt as required) | | |
| Date: | Year group: | Subject/prime or specific area of learning: |
| Learning objective |  | |
| Focus for observation | **(Identify here what you are closely focused upon-could be part of the lesson or a group of children)** | |

| **What?** | **Observations-what is the teacher doing? What IMPACT does this have on the learning?** |
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| **Planning and resources**  -What are the learning objectives and success criteria?  -What are the links to EYFS/ National Curriculum?  - What maths resources and display/working wall are visible/ available in class? |  |
| **Revisit/starter/fluency**  -How does the lesson begin?  -What strategies are used to give the children the knowledge they need?  -How does the teacher engage all children in learning? (such as EAL/SEND/more advanced) |  |
| **Teaching/ Lesson focus-main input**  -How are learning objectives/ success criteria shared?  What links are made to prior learning?  -How does the teacher explain and **model** new learning?  - How does the teacher identify and deal with **misconceptions**?  - How does the teacher question the children?  - How are pupils involved?  - How does the teacher check understanding? When does this happen?  - How are children scaffolded through concrete/ pictorial/ abstract resources and concepts?  - How is learning deepened and extended? Are aspects of problem solving and reasoning included? |  |
| **Independent work/small group in EYFS**  -Differentiation / level of challenge/how is this organised?  -What mathematical modelling took place?  -Opportunities for collaborative learning [peer/peer support]  -Resources to support the learning for some-practical or …  -Extension activities for further challenge/mastery  -Feedback given to learners  How are misconceptions dealt with? |  |
| **End of session**  How does the teacher end the session? |  |
| **Assessment/feedback**  What assessment and feedback strategies is the teaching using? E.g.  - Activating and using prior knowledge  -Questioning  - Peer assessment  - Self assessment  - Use of plenaries/mini plenaries  - Teacher observation |  |
| **Behaviour management**  What strategies does the teacher deploy, such as:-  -Seating  -Rewards and sanctions  -Clear expectations  -Routines |  |
| **How are other adults deployed? (if there are any available)** |  |

| **Post-observation reflection** (with your teacher or independently) | |
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| **So what?** | **What next?** |
| **How has your understanding of the learning objective and potential teaching strategies changed or developed?** | **How might this affect your own practice?** **What might you implement as a result of this observation?** |
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Please note – you don’t necessarily need to answer every question under the ‘what’ column – these are prompts to help you with what to look for in a maths lesson.