

| **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 learnersHow 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.