



LESSON OBSERVATION FORM

Date: _____ Period: _____ Class: _____ Subject: _____

Teacher: _____ Observing Teacher(s): _____

Length of observation: _____ Purpose of observation: _____

Development targets from previous observation/ appraisal target:

1.
2.

Guidance notes

This form supports the process of forming judgements about the effectiveness of teaching, with a particular focus on its impact on student learning.

Observers should make judgements for teachers' standards and record supporting evidence in the spaces provided.

The judgements made for the Teachers' Standards should be used to inform an overall judgement.

Please note that the overall judgement must be no higher than the lowest judgement for standards of:

- 1. Setting High Expectations*
- 2. Promoting Good Progress and Outcomes*

Good observation practice

The following points should be adhered to as a matter of professional courtesy by observer(s)

- Observers should not disturb teaching and learning during the observation but should collect evidence through: observation of activities, speaking to students, scrutinising students' work over time and examining teaching resources.
- Written and oral feedback should be arranged at a convenient time for both parties and should take place at the first opportunity.

1. High expectations which inspire, motivate and challenge students (limiting judgement)			
1: Outstanding Teacher has high expectations of all students, providing a high level of challenge. A culture of learning is evident.	2: Good Teacher has high expectations of students that supports learning and provides the appropriate challenge to most students.	3: Requires improvement Teacher does not provide an environment in which learning takes place for most students and students are not adequately challenged to improve their work.	4: Inadequate High expectations of learning are not evident.
Evidence:			

2. Encourage excellent progress and outcomes (limiting judgement)			
1: Outstanding Almost all students make excellent progress over time; students can articulate what they can do and what they need to do to improve further. Consistent and sustained progress can be seen in students' books/folders and/or the lesson and in the data.	2: Good Most students achieve well over time, they can talk about their work and their targets for improvement. Progress will be seen in the students' books/folders and/or the lesson and in the data.	3: Requires improvement Students are not making progress in line with their starting points, they are not able to discuss how they can improve and the books/folders and/or the lesson and data do not show progress over time.	4: Inadequate Students are not making progress.
Evidence:			

3. Demonstrate excellent subject and curriculum knowledge			
1: Outstanding Teacher is secure and confident in their subject knowledge and this is reflected in their clear explanations, level appropriate vocabulary and the use of engaging and relevant examples. The teaching/modelling of literacy/numeracy is highly effective.	2: Good Teacher is able to clearly explain the topics covered, and can respond appropriately to students' questions. Literacy /numeracy is well taught and modelled.	3: Requires improvement Teacher's subject and curriculum knowledge requires improvement. Effective teaching strategies are not used well. Numeracy and literacy is not taught/ modelled effectively.	4: Inadequate Learning activities are not sufficiently well matched to the needs of students. There are errors in the teaching of numeracy and literacy which are not corrected.
Evidence:			

4. Plan and teach well structured lessons			
1: Outstanding Teacher plans and teaches lesson that enables students to learn exceptionally well. There is appropriate pace, high quality resources and support staff enhance the learning of students (where applicable). Appropriate homework is set.	2: Good Teacher plans and teaches lesson that enables students to learn well. Support staff are engaged in supporting the learning of students (where applicable). Appropriate homework is set.	3: Requires improvement Planning and teaching requires improvement as the lesson is not well matched to students' needs. It is not evident if appropriate homework is set. Support staff do not adequately support student progress (where applicable).	4: Inadequate Planning and teaching are not sufficiently well matched to the needs of students. Homework is not appropriate or not set.
Evidence:			

5. Adapt teaching to respond to the strengths and needs of all students			
1: Outstanding Differentiation and intervention is sharply focused and timely so students learn exceptionally well.	2: Good Differentiation and intervention is appropriately targeted and matched well to most students' individual needs, including those most and least able, so that students learn well.	3: Requires improvement Teaching is not adapted to meet the strengths and needs of all students. This prevents effective student learning taking place.	4: Inadequate Learning activities are not matched to the needs of students with no evidence of differentiation.
Evidence:			

6. Make accurate and productive use of assessment			
1: Outstanding Teacher systematically and effectively checks students' understanding throughout lesson, anticipating where intervention may be needed. Marking and feedback are of a consistently high quality. The use of green pen is consistent along with effective formative comments to enable improvements.	2: Good The teacher regularly listens to, observes and questions students and individuals in order to re-shape tasks and explanations to improve learning. Marking and feedback are regular and accurate and ensure students know how well they have done and what to do to improve. Green pen and formative comments are evident.	3: Requires improvement Assessment for learning is not effective and intervention does not take place as a result of this. Marking and feedback is not regular and/or high quality with little evidence of formative comments or green pen.	4: Inadequate No assessment of learning seen and little to no marking or feedback.
Evidence:			

7. Behaviour for learning			
1: Outstanding Students' attitudes to learning are exemplary. Skilled and highly consistent behaviour management contributes to an exceptionally positive climate for learning.	2: Good Students are interested and engaged. Students' attitudes to learning are consistently positive and low-level disruption is uncommon. Behaviour is managed consistently well.	3: Requires improvement Some students or groups are not engaged, with many demonstrating poor attitudes to learning. This may include some low level disruption that impedes learning.	4: Inadequate Students have little or no interest in the lessons. Disengagement and low-level disruption contribute to reduced learning or a disorderly classroom. Some students show a lack of respect and intolerance resulting in poor behaviour.
Evidence:			

8. Development of RECIPE (resilience, engagement, cooperation, independence, pride and enthusiasm and other skills/qualities such as critical thinking, creativity, reflection, leadership and SMSC (social, moral, spiritual, cultural) where opportunities arise.
Evidence:

Overall quality of provision (must be no higher than judgment of 1.Expectations or 2.Progress)			
1: Outstanding	2: Good	3: Requires improvement	4: Inadequate

Main strengths of the lesson:
Main priorities for development :
1.
2.

Teacher's comment:	Observer's comment:
Teacher signature	Observer(s) signature(s)

Circulation (please pass a copy to the following within 5 working days) <input type="radio"/> Observed teacher <input type="radio"/> Faculty leader <input type="radio"/> J. Jarrett
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