###

Lesson Observation Form

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| Trainee: X | Observer: X | School: Sch 1 **Sch 2** Other |
| Date: x/xx/xxxx | Subject & lesson topic: Customer Service | Group: 10X1 |

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| **Teachers’ Standards focus as agreed at the weekly review meeting.** |
| Specific target (what?) | How will it be achieved in this lesson? | Teachers’ Standards |
| Use of praise | * Communicating teacher expectations at the start of the lesson
* Using praise to acknowledge pupil effort and the progress being made
 | TS1b |

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| **Observer’s comments:**  | **Questions for the post lesson discussion:** |
| Comments might include reference to behaviour management (TS1 and 7), how pupils learn, classroom teaching and adaptive practice to suit individual needs (TS2, TS4 and TS5), curriculum (TS3), assessment (TS6) and professional behaviours (TS8) observed. | Positive opening question:**What did you enjoy about the lesson?** |
| Your lesson was well organised and thoughtfully planned. The PowerPoint and resources are excellent for this stage of your development as a teacher. Subject knowledge of customer service is excellent and high quality explanations are both used by you and developed in pupils’ written answers (TS3a). In this lesson there was a good balance of teacher talk and opportunities for pupils to work in pairs and discuss answers in relation to the customer service scenarios. It would be even better with greater time for pupils to make notes. It was good to see a timer being used at the start of the lesson. (TS4a) Think about the sequence of activities – it was good that you had planned for extension activities. You have good presence in the classroom and naturally interact with the group. Think about where you stand when listening to answers from individuals and make sure that you have moved back to the front of the room before repeating the answer to the group so that all can hear. You also need to strengthen the interaction with pupils on the right hand side of the room as these have been missed at times. Questioning is generally good and questions are directed to the whole class before focusing on an individual. Differentiation by questioning can be further developed by planning challenging questions for individuals when you know the class better. Challenge activities are indicated on some of the slides (TS5a). Questioning as formative assessment is good, particularly in discussions with individuals and pairs (TS6b).  | **What are the common misconceptions and how could you plan for these?** **How could you use pupil answers in the class discussion to make the best use of them? – at times there was some repetition.****Can you think of an example for student EH who is clearly very able?****What was the key target for this lesson and do you think you have achieved it? Why?** |

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| **Review of targets** |
| You are building a good relationship with pupils and use the seating plan effectively to use names in this class which are new to you. You stated your expectations at the beginning of the lesson but then pupils arrived late. It would be even better if pupils who are late to lesson are challenged. Once the lesson got going you had high expectations making effective use of praise. This has been a key target this week – you are now acknowledging and praising pupil effort – emphasising the progress being made – well done (TS1b). |
| **Summary of key strengths:**  |
| * Quality of the PPT and resources (8b)
* Variety of activities with a balance between teacher talk and pupil centred tasks (TS4a)
* Modelling of high expectations (TS1c)
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| **Areas for development** - these should feed into the weekly review | **Suggestions (2-3) for addressing the areas for development** (refer to the Meeting the Teachers’ Standards booklet where appropriate) |
| Identifying common misconceptions | * Add a section to your lesson plans that makes you identify a common misconception that pupils may have.
* Watch me teach next week and observe how I address misconceptions with my year 12 group.(TS2b)
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| Questioning for the more able | * On lesson plans plan some high level synthesis or evaluative question for named individuals. (TS6b)
* Observe colleagues to see how they use questions and then prompts to extend learning for all but especially the more able. (TS4a).
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