**OBSERVATION GUIDANCE**

When undertaking observations of lessons, class teachers, mentors and SE tutors should consider the following prompt questions to help highlight strengths/areas of development related to the practice observed:

 **The Planning Process Does the planning:**

* Reflect the appropriate statutory programme of study relevant to that age group (e.g., N.C./EYFS framework)?
* Show an awareness of prior learning and previous (and potential) misconceptions?
* Clearly identify learning objectives and success criteria?
* Take into account the needs of all learners with a clear focus on how these will be addressed?
* Have a clear focus on appropriate subject content (see additional subject guidelines for observations)?
* Provide opportunities for the children to be actively engaged in their learning and verbalise their thoughts and ideas?
* Indicate how additional adults will be deployed throughout the lesson?

 **Learning and Teaching Does the lesson:**

* Allow the children to be actively engaged in their learning (e.g., through hands-on experience/multi-sensory learning, asking their own questions and engaging in peer/class discussion where appropriate)?
* Provide appropriate resources to support learning?
* Allow all children to access learning and provide them with appropriate challenge?
* Ensure that the correct subject specific vocabulary is being consistently modelled and the children are encouraged to apply this vocabulary to their learning?
* Allow for modification of the plan to ensure all pupils can make progress?
* Give the children the opportunity to communicate their learning appropriately (for example through discussion, demonstration, presentation, completing work or sharing outcomes from their learning in other ways)?
* Ensure the additional adult(s) is/are clear of their role in developing learning?

 **Assessment**

**Does the student:**

* Provide opportunities for on-going assessment (AfL) throughout the session? Are these appropriate to the focus of the lesson and for the learners involved (e.g., through questioning, observing the children, use of photographs, written/visual work)?
* Judge well when to intervene and support learning (e.g., asking questions to prompt further thinking and next steps in learning, address common misconceptions)?
* Give appropriate feedback (verbal/written) to the children to develop their learning?
* Record the children’s learning in an appropriate manner?
* Reflect on the outcomes of the lesson as a whole in terms of the children’s learning as well as their own?

In the pages following this one there is subject specific guidance to help mentors and tutors when observing across the range of curriculum areas. Please use this guidance in addition to the generic guidance above.

**ART & DESIGN OBSERVATION GUIDANCE**

**Planning**

The trainee teacher should demonstrate a clear understanding of:

* EYFS/ National Curriculum?
* Prior learning in art?
* The visual elements of art - colour, pattern, texture, line, shape, form and space
* Materials – considering the health and safety and classroom management.
* Process – drawing, painting, printing, collage, photography, textiles or 3dimentional work.
* Contextual Understanding – Taking inspiration from artists, crafts people and designers.

**Teaching and Learning**

Children should be given opportunities to demonstrate:

* Curiosity – To ask questions and explore through direct observation.
* Persistence – To revisit work to improve and develop ideas.
* Imagination – To create something new and original.
* Collaboration – To work with others or discuss their work and communicate their thinking.
* Discipline - To develop new skills with perseverance.

There should be clear opportunities in every lesson for the children to make their own choices about their art.

**Assessment**

Opportunities for formative assessment should be built into the lesson.  This could be annotations in a sketchbook, post-it notes on work or discussions in talk partners.  Teachers should be asking open questions to support children's artistic thinking.  Assessment should value the process of art over the finished product.

**COMPUTING OBSERVATION GUIDANCE**

Does the lesson cover one of these aspects of the computing curriculum (after CAS, 2013, p. 5)?

* **Computer Science (CS)**–the foundation

Creating logical algorithms/programs/instructions to complete a task, debugging (correcting) mistakes, understanding computer networks (e.g., the internet).

* **Information Technology (IT)**– the implementation

Use technology purposefully to create, organise, store, manipulate and retrieve digital content to accomplish given goals.

* **Digital Literacy (DL)**– the implication

Using technology safely, respectfully and responsibly to make the most of its opportunities while protecting yourself and others around you.

Are key vocabulary and key concepts explained or explicitly acknowledged throughout the lesson?

Where computing is often taught with a cross-curricular approach, which is taking a greater role (such as most time or cognitive resources): computing or the content/project/product? For example, if programming a history quiz game, is it the planning, creating or debugging the program or the history content that is taking up most time/cognitive resources?

Does the teacher explicitly address computing-specific concepts (such as sequencing or variables), or does this get lost while focusing on the project/product?

Can the teacher justify the software/hardware used or the choice of cross-curricular links?

 Are safeguarding and online safety concerns identified and addressed? e.g., safe management of search engines to avoid inappropriate content or teaching pupils what to do if they witness cyberbullying.

 References

Computing at School (2013) Computing in the national curriculum: A guide for primary teachers. Available at: https:// [www.computingatschool.org.uk/data/uploads/CASPrimaryComputing.pdf](http://www.computingatschool.org.uk/data/uploads/CASPrimaryComputing.pdf) (Accessed: 24 March 2020).

**DESIGN AND TECHNOLOGY (DT) OBSERVATION GUIDANCE**

Does the lesson cover one of the following within the DT sequence of learning?

* Research
* Design
* Make
* Evaluate

Does the lesson give the opportunity for children to explore any of the principles of design?

* User (who is it for?)
* Purpose (what is it for?)
* Functionality (how will it work?)
* Design decisions (what informed choices will be made?)
* Innovation (is the design original?)
* Authenticity (is it real, believable and can it be evaluated?)

Are there opportunities for the development of ideas, as well as making iterations?

Is there clear opportunity to explore and develop technical knowledge and skills within the DT lesson/sequence of learning as it develops?

Does the DT lesson/sequence of learning allow the opportunity to design and make purposeful and functional products that can be tested against a design criteria?

**ENGLISH LESSON OBSERVATION GUIDANCE**

Please use this guidance alongside the generic guidance for lesson observations.

Does the student:

* Model good spoken and written Standard English?
* Have good English subject knowledge to inform a well-planned and well taught lesson (e.g., good grammatical knowledge, knowledge of children’s literature etc.)?
* Demonstrate interest in, and enthusiasm for English?
* Model the learning effectively throughout the lesson?
* Explore vocabulary within context and encourage interest in, and discussion of, key/new words?
* Use high quality texts on occasions as a stimulus and promote reading for enjoyment? Does the lesson:
* Have a clear focus on developing aspects of English taken from the NC or EYFS (i.e., Spoken English, Reading, Writing or Communication and Language)?
* Ensure that children have planned opportunities to use spoken language (both speaking and listening) in a meaningful context?
* Provide opportunities for the children to encounter and use new vocabulary in their talk and, where appropriate, written work?
* Provide pupils with the opportunity to respond to key questions, elaborating upon their answers and explaining their understanding?
* Contain planned opportunities for the student to model and share effective learning?
* Provide opportunities for children to improve/proofread/redraft/edit their work (where appropriate)?
* Have high expectations for accurate spelling and grammar use (both verbal and written constructions)?

**EARLY YEARS FOUNDATION STAGE OBSERVATION GUIDANCE**

**When observing teaching and learning in the EYFS, children may be engaged with a range of opportunities covering all areas of development. The four overarching principles of the EYFS and the following question prompts, provide a framework for observing students.**

**The unique child:**

* Is there a respectful relationship and acknowledgement that all children are individuals?
* Does the student respond to the individuals’ needs, scaffolding the child’s interests and curiosities?

**Positive Relationships:**

* Does the student Interact with children, using age-appropriate language and open body language?
* Is praise used effectively to reinforce learning and behaviour for the children?
* Are children being supported to feel confident and secure?
* Are activities adapted to each child’s ability?
* Do activities provide challenges to all children?
* Are there clear routines that support the children?

**Enabling Environment:**

* Is the learning environment rich and stimulating and do planned opportunities (focussed activities and continuous provision) reflect the learning taking place?
* Are children’s interests reflected in the planning in order to keep them interested and motivated?
* Are resources for focussed activities and planned continuous provision well organised and age appropriate?
* Are there opportunities for children to work collaboratively and independently within the learning environment?
* Are there opportunities for the children to self-select and learn through child-initiated play?
* Has the student used their knowledge of the EYFS to plan continuous provision opportunities (utilising the indoor/outdoor area)?

**Learning and Development:**

* Has the student planned for opportunities that build upon what the children already know?
* Does the student use a multi-sensory approach to support learning and development? (e.g., visual aids, movements, touch, sound)
* Are activities appropriately pitched to support children to develop key skills?
* Are open-ended questions used, allowing the child time to answer?
* Do the students' interactions with children help to identify next steps in learning?
* Is the student using ongoing assessment through observation, questioning and looking at individual outcomes?
* Is new vocabulary introduced and explored as part of the learning?
* Has adult support been deployed effectively within the learning environment (to support focussed or child-initiated activities)?
* Are there opportunities for the children to take the initiative and lead learning?

**GEOGRAPHY OBSERVATION GUIDANCE**

The opening statement of the Primary Geography NC is:

‘A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives’ (DfE, 2013, 1).

**Does the lesson include aspects of some or all of the following key elements of the geography curriculum?**

* Knowledge
* Geographical skills
* Understanding
* Values
* Human geography
* Physical geography
* The inter-relationship between human and physical geography

**For values:**

* is an appreciation of human and natural diversity discussed and encouraged?
* Is geography taught with a view to respect for the natural world we live in and for the people we share this planet with?
* Are children encouraged to take responsibility for their place and actions in the world?

**Does the lesson give the opportunity for children to geographically investigate, explore, or enquire about any specific:**

* Places or spaces – such as specific region, country, shopping centre or woodland
* Geographical processes – such as erosion or migration
* Geographical patterns – like environments. river systems or understanding maps
* Sustainability, environmental education or global citizenship

**HISTORY OBSERVATION GUIDANCE**

Does the lesson have a clear focus on one, or more, of the following:

**Knowledge and understanding**

Is the information being imparted in an age-appropriate manner (for example with a focus on continuity and change/ cause and consequence / similarity and difference)?

**Chronological understanding**

Are the approaches to the teaching of time appropriate for the age range being taught in terms of vocabulary being deployed and forms of sequencing activities being used?

**Historical enquiry**

What forms of enquiry are being used and how are children acquiring and using the information being gathered; for instance, use of websites, artefacts, written texts, audio-visual material, outside speakers, museum visits, etc? Is enquiry embedded throughout the lesson through the use of Enquiry Questions?

**Historical interpretation**

Are children being given the opportunity to see the past through a variety of perspectives, e.g., male and female, rich and poor? Are children being introduced to different ways of looking at the past, including through the lives of significant individuals and differing cultures to allow for diversity? Can they see that there can be different views that were once held?

Overall does the History being observed allow for the following:

* Sufficient challenge in the work being presented for all ages and abilities and the potential for children to progress in their historical learning?
* Is questioning by teachers developed, and encouraged among the children, along the lines of the What, Why, When, Who and How of issues being discussed as a feature of the learning?
* Are creative approaches, including meaningful cross-curricular links, being explored?
* Are students looking for tangible links to the Teachers’ Standards when delivering their

History teaching, including Part Two and values, for instance?

**MATHEMATICS OBSERVATION GUIDANCE**

When undertaking observations of mathematics lessons, class teachers, mentors and SE tutors must consider evidence of the ‘Perfect 6’ (University of Worcester, 2018) seen in planning, teaching and learning.

Please consider the following prompt questions to help you highlight strengths/areas of development related to the practice observed:

**CPA (Concrete-Pictorial-Abstract) Representations**

* How is the conceptual understanding of mathematics being developed with children (as opposed to only procedural understanding)?
* In what ways are varied and appropriate representations (concrete, pictorial and abstract) used by the teacher to support the children’s understanding and reasoning?
* In what ways are varied and appropriate representations (concrete, pictorial and abstract) used by children to support/demonstrate their own understanding and reasoning?

**Misconceptions**

* How are potential errors and misconceptions planned for, explored and discussed?
* How are mistakes valued as a learning tool?
* How are language/resources/ explanation used accurately?

**Questioning**

* How effective are questions in promoting mathematical thinking, reasoning and understanding?
* How is questioning used to help to assess the depth of children’s understanding and reasoning?
* To what extent are children encouraged to ask their own questions and promote mathematical curiosity?
* How effectively are the chosen examples used to support children’s understanding? (e.g., 23x6 is good for demonstrating a written method, whereas 19x6 better worked out mentally)

**Language and Talk**

* Is correct and accurate mathematical vocabulary modelled by the teacher and then used by children? How and when?
* How is focused mathematical talk planned for and used as an effective pedagogy?

**Problem solving and reasoning**

* To what extent are children encouraged to reason, explain and justify their thinking?
* How effectively are planned opportunities for reasoning and problem solving integrated into lessons?
* Do children try out ideas, take risks and learn from mistakes?

**Making connections**

* To what extent does the teacher make connections with relevant areas of mathematics?
* To what extent are children given the opportunity to link and articulate their learning with relevant areas of mathematics?
* To what extent does the teacher make connections with previous learning in mathematics?
* How clearly does the teacher break the concept down into steps that can be understood by the children (i.e., in a progressive order)? Is the teacher aware of different levels of difficulty within a concept?

**MUSIC OBSERVATION GUIDANCE**

**Does the lesson include:**

Aspects of singing, performing, composing, listening and appraising

* A focus on developing at least one of the inter-related dimensions (duration [rhythm and pulse], pitch, structure, texture, timbre, dynamics, tempo)
* Practical engagement with musical sound
* Opportunities to develop pupils’ musical responses

**Has progression in musical learning been considered?**

* Is there improvement in the quality, depth and breadth of pupils’ musical responses?
* Are opportunities provided for pupils to discuss, refine and improve individual and group compositions and performances?
* Are pupils encouraged to develop their musicality through appropriate questioning?
* Are children encouraged to discuss musical responses using appropriate musical vocabulary?
* Has the lesson been appropriately adapted to take different needs and abilities into consideration?

**Does planning appropriately reflect the relevant age phase?**

* Is appropriate reference made to the EYFS / NC?
* Are the songs and related activities relevant to the age phase and do they actively encourage musical understanding?
* Are children encouraged to be active listeners, focusing on developing their musical understanding?

**Assessment**

      Is opportunity provided throughout the lesson for:

* Effective questioning which encourages children to make improvements to their musical responses?
* Individual, peer and group feedback resulting in refining and developing musical responses?
* Using music technology to record practical activity, listening, responding and refining to improve the quality of the response?
* Recording through graphic, pictorial or standard notation?

**PHYSICAL EDUCATION OBSERVATION GUIDANCE**

**Does the lesson clearly cover one of the National Curriculum aims?**

* **Clearly identified within their planning.**
* **The national curriculum does not specify sports; therefore, this should not be a focus.**

**Is the lesson objective and success criteria clearly displayed and articulated?**

* **As with all other NC subjects, this should be a pre-requisite.**
* **A consideration of how this links to the activities and intended learning of the children should be interrogated.**

**Are activities contextualised?**

* **For example, if focusing on dribbling, do all children have a ball and are dribbling in a clearly demarcated space where they are having to avoid one another, therefore having to respond to different stimuli, as they would in a game.**
* **Or are they lined up one behind another taking it in turn to dribble in and out of cones?**
* **We need high activity time for the children, reduced queueing and contextualised activities.**

**Is exploration encouraged?**

* **Across all activity areas children should first be encouraged to explore.**
* **Rather than prescribe how they should move, pass or kick, provide the opportunity for them to explore movements/ skills.**

**The importance of questioning.**

* **Ask the children what and how questions rather than telling.**
* **This will enable the children to share their understanding and support the trainee to develop this further through thought provoking questioning.**

**Learning is not linear.**

* **A warm-up, drill, skill and possibly a game at the end is not required as a lesson model.**
* **Children do not need a warm-up, but if one is required, it needs to be linked to the lesson/activity focus. This is another learning opportunity.**
* **Encourage the students to explore the pedagogies that they have been introduced to at university.**

**Transferring classroom pedagogy.**

* **Draw on what the trainees do well in the classroom and encourage them to transfer it into the PE environment.**

**PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) OBSERVATION GUIDANCE**

**Does the lesson cover one of the following aspects of PSHE education?**

* **Relationships Education (statutory)**
* **Health Education (statutory)**
* **Sex Education (non–statutory)**
* **Economic Education (non-statutory)**
* **Global and environmental Education (non-statutory)**
* **Citizenship Education (non-statutory)**
* **Has the lesson been linked to specific objectives taken from the DfE Relationships, Sex and Heath Education guidance (2019) or from the PSHE Association ‘Living in the Wider World’ objectives?**
* **Has the teacher co-created with or drawn pupils’ attention to ground rules which must be followed during the lesson?**
* **Are there opportunities for pupils to discuss subject content, develop particular, new skills or develop existing skills? How do they plan to progress this knowledge, or the skills developed in future lessons?**
* **Do pupils have the opportunity to voice their opinions or ideas in a range of ways? Do these strategies take into account the need for distancing from some topics which might be sensitive? These might include, graffiti walls, role play, journals, cartoon strips and scenarios.**
* **Is the teacher aware of any aspects of a pupil’s life which may need to be taken into consideration prior to the session due to the sensitive/personal nature of a topic? E.g., talking about loss if a child’s grandparent or loved one has recently died.**
* **Are PowerPoint images, language and topics shown, used or discussed inclusive and take into account diversity in relationships, body image, gender identity and race and culture?**
* **Has the teacher considered any “difficult” questions which might be raised within the session and ways in which they would deal with these?**
* **How has the teacher chosen to assess the content or skills learnt during the lesson? Is the assessment inclusive in nature and is it sensitive to the topic being respectful that some children may not want to share their ideas (e.g., if discussing what makes a friendship unhealthy some children may not wish to share this if they are experiencing unhealthy friendships or relationships within their own lives).**
* **Has the teacher shown a clear understanding, or can they talk about how they would deal with any disclosures which might be made within a PSHE lesson and how this links to the PSHE policy and Safeguarding?**

**RELIGIOUS EDUCATION (RE) OBSERVATION GUIDANCE**

**Good practice in planning:**

* **Use of a Locally Agreed Syllabus (LAS) or the school’s RE curriculum**
* **Considered the sensitive nature of RE**
* **Acknowledged any children that may be withdrawn from RE**
* **Opportunities to develop subject knowledge, skills and communicate/express ideas**
* **Use of range of assessment opportunities**

**Good practice in the lesson:**

* **Use of questions**
* **Address any misconceptions that may be offensive**
* **Practical element (use of artefacts, photos, videos etc.) to bring RE to life**
* **‘Real life’ links, i.e., links to children’s own beliefs, religions and values**
* **Opportunity for discussion to share views/own opinions in safe environment**
* **Links to other religions, beliefs and values**

**SCIENCE OBSERVATION GUIDANCE**

When undertaking observations of science lessons, class teachers, mentors and SE tutors should refer to the science content mind map below and consider the following prompt questions to help highlight strengths/areas of development related to the practice observed:

Planning

* Is there a clear focus on an appropriate aspect of ‘Working Scientifically’?
* Is there a clear focus on appropriate subject content for the science topic?
* Does the planning reflect the appropriate resourcing of science materials?

Teaching

* Are there opportunities for children to shape the learning? (e.g., by asking their own questions, engaging in peer discussion, or designing their own scientific inquiries)
* Are the children actively engaged in their learning through ‘hands-on, minds on’ scientific enquiry in the form of a practical lesson?
* Does teaching allow all children to access learning and provide them with appropriate scientific challenge?
* Is the correct science technical vocabulary being consistently modelled? Are children encouraged to apply this vocabulary to their learning?
* Are the children given opportunity to communicate their developing scientific findings and ideas?
* Does the student teacher judge well when to intervene and support learning? (e.g., asking questions to prompt further scientific thinking and next steps in inquiry)
* Is there evidence that the student teacher has a strategy to identify and/or address common scientific misconceptions?

