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Mathematics Observation

*To be completed by the Class Teacher/Mentor/SE Tutor observing a trainee during School Experience*

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| Trainee Teacher: | School: | Year Group: | Date: |
| SE Tutor: Class Teacher: | PGCE / SCHOOL DIRECT / BA  SE1 SE2 SE3 |  Group Size: | Week: |

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| **Observer’s comments / advice** linked to the Teachers’ Standards **and** the mathematics. ‘Perfect Six’*Concrete – pictorial – abstract Problem solving and reasoning Language and talk Misconceptions Questioning Making connections*  |
| **Evidence of ‘Perfect 6’** **seen in planning, teaching and learning****CPA (Concrete-Pictorial-Abstract)**How is conceptual understanding developed?Do the representations help children to understand the mathematics?**Misconceptions**Are potential errors and misconceptions explored and discussed?Are mistakes valued as a learning tool?Are language/resources/ explanation used accurately?**Questioning**How effective are questions in promoting mathematical thinking?Are children encouraged to ask their own questions?**Language and Talk**Is correct and accurate mathematical vocabulary introduced and then used by children? How and when?Is focused mathematical talk promoted and developed?**Problem solving and reasoning**Are children encouraged to explain and justify their thinking?Are children given opportunities to apply their mathematics to a range of problems?Do children try out ideas, take risks and learn from mistakes?**Making connections** Are there connection made by the trainee with other areas of mathematics?Are children given the opportunity to link their learning with other relevant areas of mathematics?  |  |
| Strengths related to Perfect 6:Areas for development related to Perfect 6: |
| General Comments |
| **Please print & sign below:****Observer/s………………………………………………..…………… Trainee……………………………………………**  |
| *1 copy for SE Tutor/ 1 copy for trainee/1 copy for Class Teacher* |