Teacher: **Lesson observation proforma – Friern Barnet Scho****ol** Class:

Observer: Mixed ability or set:

Date: No. of students & gender:

**Strengths:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| C:\Users\kpoynting\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\22WLQCI4\Lm4vbm[1].jpg | **Lesson narrative is clear and fits the MTP****R A G** |  | **C:\Users\kpoynting\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\22WLQCI4\Lm4vbm[1].jpg** | **Effective learning behaviours****R A G** |  | **C:\Users\kpoynting\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\22WLQCI4\Lm4vbm[1].jpg** | **Effective scaffolding****R A G** |
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| C:\Users\kpoynting\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\22WLQCI4\Lm4vbm[1].jpg | **Effective questioning and AFL****R A G** |  | **C:\Users\kpoynting\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\22WLQCI4\Lm4vbm[1].jpg** | **Marking and feedback and student response****R A G** |  | **C:\Users\kpoynting\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\22WLQCI4\Lm4vbm[1].jpg** | **Differentiation and challenge****R A G** |

**Targets:**

**Reading target:**

**Questions to consider for each focus area**:

**Lesson narrative is clear and fits the medium term plan**

Do the students know what they are learning and why? Is there evidence that the planned lesson fits into a sequence of lessons? Has the lesson been adapted to meet the specific needs of the class?

**Effective learning behaviours**

Has the teacher created a positive and safe learning environment based on mutual respect and well-being? Are there clear rules and routines for behaviour? Is the class managed effectively and are students involved and motivated? Do they complete all work set and demonstrate resilience?

**Effective scaffolding**

Is there evidence of effective scaffolding of spoken, written and reading tasks? Have students been provided with appropriate support both to access tasks and extend their learning?

**Student Voice**

**1. Does your teacher know when you understand and when you don't? R A G**

**2. Do your classmates behave the way your teacher wants? R A G**

**3.** **Do you find the work is appropriately challenging for you? R A G**

**4. Does feedback help you to know what you need to do to improve? R A G**

**Effective questioning and AFL**

Are questioning and other AFL techniques used effectively to gauge students’ understanding and is cold calling used effectively? Does the teacher reshape explanations and tasks depending on student response?

**Marking and feedback and student response**

Is there evidence that students’ work is marked regularly and that the SPaG mark scheme is being implemented where appropriate? Are students given regular targeted feedback, so they know how to improve? Is there evidence of students responding to the feedback given?

**Differentiation and challenge**

Does the teacher demonstrate a clear understanding of the needs of all students? Does the teacher know when and how to differentiate appropriately? Is there appropriate challenge for all students, including SEND students and the more able and ambitious?