



## Lesson Observation Form (KS1 and KS2)

### Weekly lesson observation of trainee by Teacher Tutor or School-based Mentor

Trainee: \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_

Year Group: \_\_\_\_\_ No of chn: \_\_\_\_\_

Subject: \_\_\_\_\_

Learning Objective: \_\_\_\_\_

It is not expected that any single lesson will contain every feature in the checklist, but it is expected that all pupils will make progress in their learning during the lesson.

### Focus for this lesson taken from weekly targets:

### Trainee Evaluation

Trainees must complete a self-evaluation after each lesson on their **CVPA lesson planning form**.



## General features:

## Comments

In the introduction, the trainee:

- gives a clear start to the lesson
- uses a brief warm-up activity, if appropriate
- opportunities are provided for pupils to respond to feedback, where appropriate
- clearly explains what the pupils will learn using a short, child-friendly learning objective
- makes links to previous learning or work in other subjects, where relevant, indicating why the learning is important
- targets individuals, pairs or small groups with differentiated questions

In the whole class teaching, the trainee:

- makes use of well-judged and imaginative teaching strategies which match individual needs accurately
- breaks the learning content into small steps to support pupils' working memory and their cognitive load
- provides speaking and listening opportunities (paired talk, hot-seating, group discussion etc)
- provides opportunities for pupils to rehearse the learning or new skills, where appropriate
- involves pupils through carefully planned and differentiated questioning (using open and closed questions)
- uses effective modelling to help pupils with their learning
- clearly explains what work they will do
- lets the pupils know how long they will have to complete their task
- reinforces the learning objective and makes the success criteria clear to the pupils
- avoids running over time and moves the pupils smoothly into the next part of the lesson

When working with groups/pairs, the trainee:

- uses differentiation appropriately, including scaffolding, to ensure that all pupils are stretched and challenged
- settles the pupils to their tasks quickly
- sits and teaches intensively with identified children
- intervenes, where necessary, with notable impact on learning
- makes use of live marking and feedback to identify misconceptions and difficulties
- uses mini plenaries/learning stops to anticipate, quickly identify and correct any misunderstandings or forgotten ideas



- maintains all pupils' motivation and makes sure they are on task
- gives pupils a deadline and/or time warnings before the plenary

In the plenary, the trainee:

- makes sure there is sufficient time for the plenary
- addresses any misconceptions/difficulties arising from the main activity
- draws together the main points of what has been learned, including what needs to be remembered
- reviews or extends the learning of all ability groups further through a game, problem, discussion of a pupil/group's work etc
- provides an opportunity for self or peer assessment with reference to the success criteria
- indicates why the learning is important or where the work is leading, including setting homework where appropriate
- brings the lesson to a close, reflecting on what has been achieved and celebrating successes

General features of the lesson:

- the learning objective, input, task and success criteria match giving a thread through the lesson
- strong subject knowledge is evident
- maintains a brisk pace throughout the lesson
- pupils know what to do if they need help and are not waiting
- questioning is used to effectively draw out pupils' thinking and extend learning
- uses pupils' responses to make informal assessments and provides frequent feedback
- excellent use is made of all the time available
- the classroom is a positive and purposeful learning environment
- the school rewards and consequences are used very effectively to praise the pupils and manage their behaviour
- appropriate and varied use of volume level in the classroom (teacher and pupils)
- use of a range of stimuli to engage the pupils
- appropriate resources/vocabulary have been prepared for use in the lesson
- pupils' attitudes and enthusiasm are positive and participation levels are high
- TAs are aware of their role and are actively involved in supporting pupils during all parts of the lesson, using a range of appropriate resources
- teaching promotes resilience, independence and confidence which is evident in the pupils



**Key strengths** within the lesson that have impacted on learning/progress:

Comments

**Areas for development** to support impact on pupils' progress:

Comments

**Learning objective has been achieved by:**

- All pupils
- Most pupils (Who?)
- Some pupils (Who?)

**Pupil progress over time has been made by:**  
(following discussion with the Teacher Tutor)

- All pupils
- Most pupils (Who?)
- Some pupils (Who?)

**Feedback on subject knowledge and delivery**

**Where in the lesson could the pupils or groups of pupils have made more progress?**