

St Paul's School (Brazil) Lesson Observation form – Final Whole School Framework for Lesson Observation 2015-2016

Person observed: _____ Observation by: _____ Date: _____ Class: _____

Subject: _____ Lesson/Period: _____ Linked to management reports? _____ Linked to CPL? _____

Focus: _____

Progress in learning	<input type="checkbox"/> 1 - All pupils make excellent / rapid progress in line with their ability.	<input type="checkbox"/> 2 - All pupils make good progress in line with their ability.	<input type="checkbox"/> 3 - Most pupils make satisfactory progress in line with expectations.	<input type="checkbox"/> 4 - Most pupils make inadequate progress.	
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Comment

Subject knowledge and related pedagogy	<input type="checkbox"/> 1 - The teacher consistently demonstrates outstanding subject knowledge aligned with curriculum requirements, with excellent pedagogy and high expectations. Teacher consistently promotes deeper pupil understanding.	<input type="checkbox"/> 2 - The teacher often demonstrates good subject knowledge aligned with curriculum requirements and, with sound pedagogy, the teacher promotes deeper understanding amongst pupils.	<input type="checkbox"/> 3 - The teacher demonstrates good subject knowledge aligned with curriculum requirements, with adequate pedagogy. The teacher sometimes promotes deeper understanding amongst pupils.	<input type="checkbox"/> 4 - The teacher demonstrates weak subject knowledge which is not always aligned with curriculum requirements. The teacher does not use adequate pedagogy to promote deeper understanding amongst pupils.	
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Comment

Planning and classroom management					
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1 - The lesson is very effectively planned so that it deepens pupils' knowledge and understanding, and enables them to develop excellent skills. Well established classroom routines are in place and are highly effective. Group work, when used, is planned for carefully to promote collaborative learning. There is clear evidence of prior assessment informing planning. Time management is used effectively to ensure a well-paced lesson so that pupils make rapid progress.

2 - The lesson is planned effectively so that it enables good progress in pupils' knowledge and understanding, and enables them to develop appropriate skills. Classroom routines are in place. Group work when used, shows evidence of planning and allows for elements of collaborative learning. There is evidence of prior assessment informing planning. Time management is generally effective and there is a good pace to the lesson.

3 - Planning lacks detail and does not provide consistent opportunities to develop pupils' knowledge and understanding, or enable them to develop skills. There is little evidence of classroom routines. Group work when used, shows some evidence of planning, but does not promote collaborative learning. There is some evidence of prior assessment informing planning. Time management requires improvement. Pace is inappropriate.

4 - Planning lacks detail and does not provide sufficient opportunities to develop pupils' knowledge and understanding, or enable them to develop skills. There is no evidence of classroom routines. Group work when used, is ad hoc and learning is not enhanced in this way. There is little/no evidence of prior assessment informing planning. Time management is weak and impacts negatively on the pace of the lesson

Comment

Differentiation

1 - The teacher is consistently aware of all individual needs, strengths and interests. Well-timed and targeted activities, support and intervention match individual needs so that pupils learn well. Pupils with EAL, SEND and the more able are identified; their needs are systematically and effectively met.

2 - The teacher is aware of most individual needs, strengths and interests. Well timed and targeted activities, support and intervention are adequately matched to individual needs, including those most and least able and those with EAL, so that most pupils learn well.

3 - The teacher is aware of some individual needs, strengths and interests. Activities, support and intervention are not sufficiently targeted nor frequently used to support individual needs, so that only some pupils learn well. Planning does not support differentiation.

4 - The teacher is not aware of the individual needs, strengths and interests of pupils. Activities, support and intervention are not targeted nor frequently used to support individual needs, so that few or no pupils learn well.

Comment

Assessment for learning and feedback	<input type="checkbox"/> 1 - The teacher systematically and effectively checks pupils' knowledge and understanding. The teacher frequently anticipates where to intervene and does so with notable impact on pupils' learning. Outstanding record-keeping is maintained. There is effective dialogue between pupil and teacher which is rigorously followed up. Pupils are actively involved in self-assessment and understand the aims of assessment tasks.	<input type="checkbox"/> 2 - The teacher checks pupils' knowledge and/or understanding periodically throughout the lesson. The teacher often anticipates where to intervene and does so with some impact on pupils' learning. Good record-keeping is maintained. There is evidence of useful dialogue between pupil and teacher, both verbal and in written work. Feedback is effectively followed up.	<input type="checkbox"/> 3 - The teacher usually checks pupils' knowledge and/or understanding throughout the lesson. The teacher sometimes anticipates where to intervene and does so with an impact on pupils' learning, but this is not consistent. Some record-keeping is maintained. There is limited dialogue between teacher and pupil in written assessments. Feedback is infrequently followed up.	<input type="checkbox"/> 4 - The teacher rarely checks pupils' knowledge and/or understanding throughout the lesson. The teacher does not anticipate where to intervene and so there is limited/no impact on pupils' learning. Inadequate/no record-keeping is maintained. No useful dialogue between pupil and teacher is evident verbally or in written work.	
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Comment

Homework	<input type="checkbox"/> 1 - When homework is set it consolidates and/or effectively builds and enriches the learning of pupils. The teacher provides opportunity for the recording of homework instructions and ensures that pupils have done this.	<input type="checkbox"/> 2 - When homework is set it often consolidates and/or builds on the learning of pupils. The teacher provides an opportunity for the recording of homework instructions.	<input type="checkbox"/> 3 - When homework is set it usually consolidates and/or builds on the learning of pupils. Insufficient time is given for the recording of homework instructions.	<input type="checkbox"/> 4 - When homework is set it does not consolidate and/or build on the pupils' learning.	
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Comment

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Cross-curricular links	<input type="checkbox"/> 1 - Where relevant, highly effective links are made to literacy, numeracy, topic and other disciplines (e.g. International mindedness, IB Learner Profile, Golden Rules and ToK).	<input type="checkbox"/> 2 - Where relevant, good links are made to literacy, numeracy, and other disciplines (e.g. International mindedness, IB Learner Profile, Golden Rules and ToK).	<input type="checkbox"/> 3 - Where relevant, some links are made to literacy, numeracy, and other disciplines.	<input type="checkbox"/> 4 - Opportunities for links to literacy, numeracy, and other disciplines are not planned for or recognised when they arise.	
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<i>Comment</i>

Behaviour management	<input type="checkbox"/> 1 - Teachers consistently manage behaviour effectively in line with the School's Policy. In particular they recognise and reward positive behaviour and support pupils who have chosen not to follow our Golden Rules / Code of Conduct. Pupil behaviour is excellent and reflects a self-disciplined approach.	<input type="checkbox"/> 2 - Teachers often manage behaviour effectively, but not always in line with the School's Policy. They usually recognise and reward positive behaviour and support pupils who have chosen not to follow our Golden Rules / Code of Conduct.	<input type="checkbox"/> 3 - Teachers sometimes manage behaviour, but not always in line with the School's Policy. They do not consistently recognise and reward positive behaviour and support pupils who have chosen not to follow our Golden Rules / Code of Conduct.	<input type="checkbox"/> 4 - Teachers do not manage behaviour in line with the School's Policy. They do not recognise or reward positive behaviour nor do they appropriately support pupils who have chosen not to follow our Golden Rules / Code of Conduct.	
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<i>Comment</i>

Creating a positive and engaging environment	<input type="checkbox"/> 1 - The teacher consistently creates a positive climate for learning, using a variety of routines and strategies, so that pupils are interested, motivated and engaged. There is appropriate respect between pupils and also between teacher and the class.	<input type="checkbox"/> 2 - The teacher often creates a positive climate for learning, using a variety of routines and strategies, and when this happens pupils are interested, motivated and engaged.	<input type="checkbox"/> 3 - The teacher attempts to create a positive climate for learning, using a variety of routines and strategies. This is not consistently successful.	<input type="checkbox"/> 4 - The teacher does not create or sustain a positive climate for learning in the lesson. There is a lack of respect and engagement in the lesson.	
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Comment

In class support/ technical support (where applicable)	<input type="checkbox"/> 1 - There is consistent evidence that the teacher has sought the support/guidance from other staff such as assistants, technicians and Learning Support teachers and that this is effectively implemented to enhance the progress of pupils, including those who have special educational needs.	<input type="checkbox"/> 2 - There is evidence that the teacher has sought the support/guidance from other staff such as assistants, technicians and Learning Support teachers and that this is generally implemented to enhance the progress of learners, including those who have special educational needs.	<input type="checkbox"/> 3 - There is some evidence that the teacher has sought the support/guidance (as appropriate) from other staff such as assistants, technicians and Learning Support teachers and that this is sometimes implemented to enhance the progress of learners, including those who have special educational needs.	<input type="checkbox"/> 4 - There is inadequate evidence that the teacher has sought the support/guidance (as appropriate) from other staff such as assistants, technicians and Learning Support teachers.	
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Comment

<p>Achievement (strengths and areas to develop)</p> <p>For strengths check the descriptor with a + sign. For areas to develop check the descriptor with a - sign.</p>	<input type="checkbox"/> Subject knowledge + <input type="checkbox"/> Subject understanding + <input type="checkbox"/> Subject skills + <input type="checkbox"/> Achievement of different groups (SEN, LDD, EAL, G&T) + <input type="checkbox"/> Application of knowledge, skills, understanding +	<input type="checkbox"/> Subject knowledge - <input type="checkbox"/> Subject understanding - <input type="checkbox"/> Subject skills - <input type="checkbox"/> Achievement of different groups (SEN, LDD, EAL, G&T) - <input type="checkbox"/> Application of knowledge, skills, understanding -			
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<p>Learning (strengths and areas to develop)</p> <p>For strengths check the descriptor with a + sign. For areas to develop check the descriptor with a - sign.</p>	<input type="checkbox"/> Literacy skills + <input type="checkbox"/> Numeracy skills + <input type="checkbox"/> ICT skills + <input type="checkbox"/> Reasoning + <input type="checkbox"/> Organisation + <input type="checkbox"/> Enjoyment + <input type="checkbox"/> Independence / initiative + <input type="checkbox"/> Co-operative learning + <input type="checkbox"/> Application / perseverance + <input type="checkbox"/> Presentation of work + <input type="checkbox"/> Volume of work + <input type="checkbox"/> Use of resources +	<input type="checkbox"/> Literacy skills - <input type="checkbox"/> Numeracy skills - <input type="checkbox"/> ICT skills - <input type="checkbox"/> Reasoning - <input type="checkbox"/> Organisation - <input type="checkbox"/> Enjoyment - <input type="checkbox"/> Independence / initiative - <input type="checkbox"/> Co-operative learning - <input type="checkbox"/> Application / perseverance - <input type="checkbox"/> Presentation of work - <input type="checkbox"/> Volume of work - <input type="checkbox"/> Use of resources -			
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<p>Teaching (strengths and areas to develop)</p> <p>For strengths check the descriptor with a + sign. For areas to develop check the descriptor with a - sign.</p>	<input type="checkbox"/> Enables progress + <input type="checkbox"/> Fosters application + <input type="checkbox"/> Teacher's knowledge + <input type="checkbox"/> Lesson planning + <input type="checkbox"/> Teaching methods + <input type="checkbox"/> Management of time + <input type="checkbox"/> Assessment of learning + <input type="checkbox"/> Provision for different needs + <input type="checkbox"/> Use of resources +	<input type="checkbox"/> Enables progress - <input type="checkbox"/> Fosters application - <input type="checkbox"/> Teacher's knowledge - <input type="checkbox"/> Lesson planning - <input type="checkbox"/> Teaching methods - <input type="checkbox"/> Management of time - <input type="checkbox"/> Assessment of learning - <input type="checkbox"/> Provision for different needs - <input type="checkbox"/> Use of resources -			
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	<input type="checkbox"/> Assessment informs planning + <input type="checkbox"/> Encourages good behaviour +	<input type="checkbox"/> Assessment informs planning - <input type="checkbox"/> Encourages good behaviour -			
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Overall Rating	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	
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Overall Comment

Strengths Areas where practice was identified as good or outstanding. To help the person being observed it is always useful to give concrete examples illustrating how this was demonstrated during the observation.

Areas for improvement Indicate with concrete examples where areas for improvement were observed. Identify support measures and timescales for implementation here explaining what strategies and procedures will be actioned to provide the necessary support/training/ well being coaching etc. offered to take this teacher's practice forward.

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