

Lesson observation proforma

Teacher JN		Observer JB	
Lesson focus: read and plot coordinates		Date: 26/9/12	
Year group 4/5 / number of children: 29		Time: 9.30	
OUTSTANDING	GOOD	Requires Improvement	INADEQUATE
1.Child friendly objectives and success criteria are shared, displayed, explained & understood.	1.Child friendly objectives and success criteria are shared & displayed.	1.Objectives & success criteria are shared	1.No objectives are shared
2.Resources are ready or easily accessible to the children & are of a high quality. Environment is stimulating, organised & purposeful.	2.Resources are ready or easily accessible to the children. The environment is organised & purposeful.	2.Some resources are ready or easily accessible to the children. The environment is organised & purposeful	2.Resources are not ready. The environment is not attractive / purposeful / organised.
3.Differentiation is challenging and stretching for all groups	3.Differentiation is closely tailored to meet all the pupils needs.	3.Differentiation is evident	3.No differentiation is used.
4.Thorough teaching knowledge is evident through delivery / planning for series of lessons.	4.Good teacher knowledge is evident.	4.Some teacher knowledge is seen.	4.Teacher knowledge is inadequate.
5.Wide range of questions are used which challenge & stimulate the children. Children are encouraged to pose questions & investigate.	5.Wide range of questions are asked.	5.A mix of open / closed questions is used.	5.Mainly closed questions are used.
6.All children are given opportunities to think, listen & explain their answers to teachers & peers & good models of speaking & listening are expected by the teacher.	6.Most children are given opportunities to think, listen & explain their answers.	6.Some opportunities are given for children to speak & explain their answers.	6.Children are given few opportunities to speak & explain their answers.
7.All work is assessed giving children targets for improvement & the opportunity is given to respond to any comments. Children understand what to do to improve.	7.All work is assessed and the children are given targets on how to improve their work.	7.Work is assessed	7.Work is not consistently assessed.
8.Previous learning is built upon. All children make good progress in the lesson & some make exceptional progress.	8.All children make progress in the lesson.	8.Some children make progress in the lesson.	8.Children make little or no progress in the lesson.
9.The pace & structure of the lesson engages and motivates the learners.	9.The pace and structure of the lesson engages & motivates most learners.	9.Some learners are motivated by the pace and structure of the lesson.	9.Learners are not motivated or interested in the lesson.
10.Teaching assistants / adults work well with identified groups and are well directed.	10.Teaching assistants / adults work well directed to support learning	10.Teaching assistants / adults are given a set role within the lesson.	10.Teaching assistants are inadequately helped to support learners.
11.Behaviour of children & relationships between children & / or staff is excellent.	11.Behaviour of children & relationships between children & / or staff are usually good.	11.Behaviour of children & relationships between most children is good.	11.Behaviour of children is poorly managed & relationships between children / staff is poor.

Future targets for teacher observed:

- Try to get the children asking you questions that can then be asked to the class. They answered lovely open questions but didn't take that next step – and I'm sure they could.

Future action by observer:

Signed:

Signed:

Focus / observation notes :

- This lesson (Maths) linked with their History topic and their English study. From looking around the room it was clear that the WWII theme is embedded and that children are excited about their learning. This lesson was fashioned around helping crack bombing coordinates of the German Air Force.
- The coordinates on the map used were all cities that the children knew from their studies had been bombed.
- One child had difficulties – (spotted from whiteboards) and JN used this to help teach the strategy – then spoke quietly with the child when the children were busy to check her understanding.
- The children were very excited by the 'top secret' nature of their mission.
- Talk partner work was lovely – children immediately engaged in fruitful discussion.
- The teaching gradually became increasingly stretching – very well paced – always an extension of what went before.
- Lovely questioning – how, why, why do you think etc.
- Work in groups was well differentiated and engaging – as was the extension.
- Children enjoyed themselves and the progress was very clear

LSA role :

- Very hard working LSA who was quiet but completely focussed on the small group of children she was helping. Unobtrusive but very active!