

LESSON OBSERVATION RECORD

Date of Observation:	Time:	Teacher:	Feedback given:		
Lesson Observed:	No. of Learners:		Staff Present:		
	(A) Outstanding	(B) Good	(C) Satisfactory	(D) Development Needed	(E) N/A
1. Teacher has high expectations – learning objectives made clear to all with strong leadership and cohesive teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides opportunities to develop basic functional skills and to extend learning (promoting work at home)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Well chosen motivating content and well structured lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Challenging tasks well matched to learner needs with time and resources used very effectively including ICT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Accurate feedback with learners praised frequently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teaching team promoting learning and building confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teaching new vocabulary and checking understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teacher demonstrates subject knowledge and SEN expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Learners' targets used in lesson, encouraged to self assess and self record where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Support for full range of ability and SEND – well differentiated - augmentative communication systems used effectively if needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Safe and positive learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Well organised classroom, attractive display and working walls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Good relationships promote excellent attitudes and behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Overall progress relative to ability and starting points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Overall quality of Teaching, Learning and Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conclusions (PTO if needed)

Main strengths:

Areas for Development: (even better if...)

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Date: _____ Observer(s): _____

Aide-Memoire:

Comments

1. **High Expectations:**

- Evidence of cohesive team work
- Clear direction and leadership
- Learning objectives clear to all

2. **Developing functional skills:**

- Evidence of promoting reading, writing and spelling
- Promoting communication/ speaking and listening
- Promoting the use of maths building skills and knowledge
- Promoting work at home to extend learning time
- Cross-curricular links made

3. **Well chosen motivating content:**

- The lesson was appropriately structured -Starter, Learning Objectives - Beginning/middle/end - pupil self and peer review promoted with self recording if possible -Plenary?
- Part of a sequence and planned programme
- Linked to Individual Targets
- The learning objectives were clear
- Adequate and suitable resources were available
- The material was differentiated as appropriate

4. **Challenging tasks:**

- The teacher matches tasks to the learners needs
- Relevant, interesting and age-appropriate for the students
- Time used well
- Resources used well
- ICT used well
- Staff used well

5. **Accurate feedback**

- Learners know what they are doing well
- Learners know what they need to do to improve further
- Praise is used frequently
- Teacher's objectives/ targets for students are met

6. **Teaching team promote learning:**

- High standards of effort, accuracy and presentation are encouraged
- Confidence is being promoted

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Date: _____ Observer(s): _____

Comments

7. Extending vocabulary:

- Students' learning and understanding is assessed throughout the lesson - building comprehension skills
- Students are involved in their own assessments
- Recording is taking place with and alongside students, they are involved where appropriate

8. Teacher demonstrates knowledge and skill:

- The teacher's language was appropriate to the students' ability
- The students were actively involved and on task
- Classroom well organised
- Materials well presented
- Environment conducive to learning/student-friendly

9. Learners targets used in lessons

- Targets and/or learning objectives made clear at the start to learners and staff
- referred to during the lesson
- reviewed at the end

10. Support for full range of ability

- Augmentative communication systems used effectively
- Demonstrates appropriate knowledge of Special Educational Needs and Disabilities

11. Safe and positive learning environment

12. Well organised classroom attractive display and working walls

13. Good relationships promote excellent attitudes and behaviour

14. Overall progress relative to ability and starting points

15. Overall quality of Teaching, Learning and Assessment

PTO - if required - page 3 of 3