**Secondary PGCE Lesson Observation Form; Block 2**

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| **Trainee** |  | **School** |  |
| **Observer(s)** |  | **Class** |  |
| **Date** |  | **Length of observation** |  |

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| **Lesson objectives** |  |
| **Subject & topic of the lesson** |  |
| **Targets from previous observation(s) to be focused on:** | *Trainee to complete which targets they are focusing on from previous lessons.* |

**Feedback should be linked to the context of the lesson and identify the trainees’ impact on learning.**

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| **Areas of Practice & Criteria** | **How has the trainee demonstrated the PVP 2 criteria.** | **What could be improved upon and how?** |
| *Using the Professional Values and Practice 2 (PVP 2) criteria below, comment on how the trainee has demonstrated the 5 aspects of practice, as described in the criteria***.**  Behaviour  Curriculum  Pedagogy  Assessment  Professional Behaviours |  |  |

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| **Summary of the lesson:** | |
| **Strengths from the lesson:** | **Targets arising from this lesson:** |
| *Identify 3 key strengths, including the use of subject specific pedagogy.* | *Identify 3 key target areas for the trainee to develop.*  *Trainee to focus on these areas in future lessons/observations.* |
| Additional comments: | |

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| **Professional Values and Practice 2 criteria** |
| **Behaviour**  Create a positive environment that promotes effort and perseverance.  Set learning objectives which provide stretch and challenge for the class.  Teach and maintain clear behaviour expectations.  Build positive relationships with pupils over time.  Escalate behaviour incidents as appropriate.  Create and explicitly teach routines in line with the school ethos that maximise time for learning.  Establish a supportive and inclusive environment with a predictable system of reward and sanction in the classroom.  Work alongside colleagues as part of a wider system of behaviour management.  Engage parents, carers and colleagues with support.  Support pupils to journey from needing extrinsic motivation to being motivated to work intrinsically.  Respond quickly to any behaviour or bullying that threatens emotional safety. |
| **Curriculum**  Identify essential concepts, knowledge and skills and principles of the relevant subject(s).  Understand the rationale for curriculum choices and how the curriculum informs lesson preparation.  Refine a collection of analogies, illustrations, examples, explanations and demonstrations.  Identify possible misconceptions and how to prevent these from forming.  Support pupils to learn and master essential concepts knowledge, skills and principles of the subject.  Support pupils to become fluent readers and to write fluently.  Model reading comprehension by asking questions, making predications and summarising when reading.  Model planning, drafting and editing.  Model and require high quality oral language from pupils. |
| **Pedagogy**  Build on prior knowledge by knowing how to sequence lessons.  Explain how new content builds on what is already known.  Balance exposition, repetition, practice and retrieval of critical knowledge and skills.  Increase challenge as knowledge becomes more secure.  Plan regular review and practice of key ideas and concepts.  Create appropriate learning objectives that build on prior knowledge.  Plan activities which enable pupils to make progress towards the learning objectives.  Use modelling, explanations and scaffolding to support pupils’ progress with increasing success.  Include a range of types of questions in class discussions to stimulate thinking, extend understanding and challenge pupils.  Provide appropriate wait time between question and response where more developed responses are required.  Plan teaching and learning which increasingly enables *all* pupils to make progress, using a range of strategies such as:   * Making use of well-designed resources to support pupils’ learning; * Planning to connect new content with pupils' existing knowledge. * Providing additional pre-teaching or practice. * Reframing questions to provide greater scaffolding. * Removing unnecessary exposition. * Making effective use of teaching assistants and other adults in the classroom under supervision. * Grouping pupils effectively. * Applying high expectations to all groups, and ensuring all pupils have access to a rich curriculum. |
| **Assessment**  Monitor pupil work during lessons, including checking for misconceptions.  Scaffold self-assessment by sharing model work with pupils, highlighting key details.  Prompt pupils to elaborate when responding to questioning to check that a correct answer stems from secure understanding.  Focus on specific actions for pupils and provide time for pupils to respond to feedback.  Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments.  Identify efficient approaches to marking and alternative approaches to providing feedback. |
| **Professional Behaviours**  Be proactive to strengthen pedagogical and subject knowledge.  Engage critically with research and use evidence to critique practice.  Demonstrate the ability to work with the SENCO and other professionals to support pupils with additional needs including making explicit links between interventions delivered outside of lessons with classroom teaching.  Prepare teaching assistants for lessons with increasing independence.  Personalise systems and routines to support efficient time and task management.  **Part 2:**  Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   * Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position; * Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions; * Showing tolerance of and respect for the rights of others; * Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; * Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.   Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.  Teachers must have an understanding of and always act within, the statutory frameworks which set out their professional duties and responsibilities. |