**Secondary PGCE: Behaviour Focused Observation**

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| **Trainee** |  | **School** |  |
| **Observer(s)** |  | **Class** |  |
| **Date** |  | **Length of Observation** |  |
| **Area of focus** | *The area of focus should relate to behaviour management e.g., routines, responses, relationships.* | | |

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| **Lesson objectives** |  |
| **Subject & topic of the lesson** |  |
| **Targets from previous observation(s) to be focused on:** |  |

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| **Behaviour management** | **How has the trainee demonstrated this and what impact does it have on the pupils’ behaviour, learning and progress?** | **What could be improved upon and how?** |
| Consider how the trainee has demonstrated behaviour management, including the following:  Routines   * *Creating and explicitly teaching routines in line with the school’s ethos.* * *Maximising time for learning.* * *Establishing and reinforcing routines through positive reinforcement.* * *Being aware of how a secure environment benefits all pupils, particularly those with SEND.* * *Setting expectations, using intentional and consistent language that promotes challenge and aspiration.* * *Engaging pupils with explicit instructions e.g., hands up.*   Relationships   * *Self-regulating own emotions.* * *Building effective respectful relationships, acknowledging the pupils’ feelings.* * *Intrinsically and extrinsically motivating pupils acknowledging the pupils’ prior experiences including their perception of success and failure.* * *Supporting pupils to master challenging content, building towards long-term goals.* * *Any follow-up discussion, involving parents.*   Responses   * *Responding consistently and decisively to pupil behaviour.* * *Responding quickly to behaviour that threatens emotional safety, e.g., bullying.* * *Working with the wider system of behaviour management where appropriate e.g., SLT.* * *Checking pupils understanding before tasks begin.* * *Using consistent language and non-verbal signals.* * *Using early and least intrusive interventions to initially respond to low level disruption.* * *Applying rules, sanctions and rewards in line with the school policy, escalating behaviour incidents as appropriate.* * *Praising pupil effort and emphasising progress being made.*   Resources and planning:   * *How are resources distributed?* * *Are tasks prepared appropriately, minimising disruption.* * *Providing manageable, specific, and sequential instructions.*   Additional comments: |  |  |

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| **Summary of the lesson:** | |
| **Strengths from the lesson:** | **Targets arising from the lesson:** |
| *Identify 3 key strengths (linking to routines, relationships, responses where relevant).* | *Identify 3 key target areas for the trainee to develop* providing feedback on**how**the trainee can meet the targets.  *(Linking to routines, relationships, responses where relevant).* |
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