**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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