**Secondary PGCE Lesson Observation Form; Block 1**

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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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| **Key aspects of practice to comment on:**  **Behaviour:** High expectations that inspire, motivate and challenge, Manage behaviour effectively  **Curriculum:** Demonstrate good subject & curriculum knowledge  **Pedagogy:** Promote good progress & outcomes, Plan & teach well-structured lessons, Adapt teaching to respond to pupils  **Assessment:** Make accurate and productive use of assessment  **Professional behaviours:** Fulfil wider professional duties | | |
| **Areas of Practice & Criteria** | **How has the trainee demonstrated the criteria?** | **What could be improved upon and how?** |
| **Behaviour; PVP Criteria 1**   * Use intentional and consistent language that values and supports all students. * Acknowledge and praise pupil effort. * Set objectives that recognise prior levels of knowledge. * Apply rules, sanctions and rewards in line with school policy.   Reinforce established school and classroom routines, for example they can:   * Give manageable, specific and sequential instructions; * Check pupils’ understanding of instructions before a task begins; * Use consistent language and non-verbal signals for common classroom directions; * Use early and least-intrusive interventions as an initial response to low level disruption. |  |  |
| **Curriculum; PVP Criteria 1**   * Demonstrate secure subject knowledge for the lessons in which they are teaching. * Use resources and materials aligned with the curriculum. * Develop analogies, illustrations, examples, explanations and demonstrations to support understanding. * Show awareness of common misconceptions when planning and help pupils to master important concepts. * Teach subject specific and unfamiliar vocabulary and plan for pupils to be exposed to high utility and high frequency vocabulary in what is taught. |  |  |
| **Pedagogy; PVP Criteria 1**   * Take into account pupils’ prior knowledge when planning new input. * Keep the complexity of a task to a minimum so that attention is focused on content. * Encourage pupils to share emerging understanding at points of confusion. * Create appropriate learning objectives with support. * Show awareness of sequencing of learning for progression and set appropriate lesson timing * Demonstrate an emerging ability to use modelling, explanations and scaffolding to support learning. * Use questions to check understanding. * Act on the advice and guidance given by experienced teachers to support different pupil needs. * Identify pupils who need new content further broken down, making use of formative assessment. |  |  |
| **Assessment; PVP Criteria 1**   * Plan formative assessment tasks linked to lesson objectives with support and think ahead about what would indicate understanding. * Use assessments to check for prior knowledge and pre-existing misconceptions. |  |  |
| **Professional Behaviours; PVP Criteria 1**   * Extend subject and pedagogic knowledge as part of the lesson preparation process. * Respond positively to challenge, feedback and critique from mentors. * Reflect on progress made, and with support recognise strengths and weaknesses and identify next steps for further improvement. * Know who to contact with any safeguarding concerns and having a clear understanding of what sorts of behaviour, disclosures and incidents to report. * Share learning objectives with teaching assistants ahead of lessons.   *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. |  |  |

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