**Lesson Observation Form**

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| **Name** | **Date & Time** |
| **Observer Name** | **No of Pupils** |
| **Subject/topic** | **Year/Set** |
| **School** | **Observation focus (if applicable)** |
| **Evidence of pupil learning**1. Please tick the range of evidence that you’ve used to inform your perceptions of the student-teacher’s impact on pupil learning in this lesson and progress and in this lesson
 |
| Context and content of the session |  | Discussion with pupils |  | Impact of student-teacher’s questioning and responses to pupils |  |
| Student-teacher’s files |  | Pupils’ work/workbooks |  | Observation of pupils |  |
| Pupil responses |  | Quality and impact of marking |  | Differentiated / adapted for individuals/groups/whole class |  |
| Other adults in lesson |  | Conversation with mentors |  | Other: |  |
| b) Use this section to record your observations of the lesson. Aim to record what the student-teacher is doing to support pupils’ learning and progress (individuals / small groups / whole-class). You may find it useful to refer to the ‘Teachers’ Standards Sunshine Diagram’ as you observe.  |

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| c) In discussion, summarise the key areas of student-teacher’s practice that made a positive impact on pupils’ learning? (Strengths).  | T.S. |
| **Summary comment on pupils’ learning and progress in this lesson.** Think about: how well the pupils achieved the learning outcomes; pupils’ attitudes to learning, their engagement and participation, their behaviour and social skills (individual pupils, groups, whole-class). **Comment:****Circle as appropriate:**More than expected / Expected / Some / Less than expected |
| d) What could the student-teacher have done to improve the quality of teaching and learning? Broad area for development: Suggested specific developmental target: Broad area for development: Suggested specific developmental target:  | T.S. |
| Student-teacher Name: | Observer Name: |
| Signature: | Signature: |