**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: | |