**NQT Induction: Lesson Observation Record**

***Focussed on those teachers’ standards which can normally be observed during a lesson***

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| **NQT:**  **School:**  **Subject:** English  **Class/Year Group:** 8R (top set) | **Observer:**  **Date and duration:** During third assessment period  **Observation Focus:**  **Number of Pupils:** 28 students (15 boys, 13 girls) | |
| **Lesson Context:**  A short stand alone unit developing students’ creative writing skills using a story writing competition. Their task is to write a 250 word ghost story. This was the first lesson in a series of  3/4. | | |
| **Part one: Teaching**  **1 Set high expectations which inspire, motivate and challenge pupils** ☑   * establish a safe and stimulating environment for pupils, rooted in mutual respect ☑ * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions ☑ * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils ☑ | **Comments**  **As the introductory lesson, the teacher used the competition as an effective means to engage and motivate students.**  **(They were most concerned about the word count limit and were keen to complete the task. NQT may find it harder to motivate them to redraft/edit and refine their work. During feedback we discussed ways to make them see the importance of this process.)**  **The NQT’s decision to focus on short story writing showed an awareness of stretch and challenge, as the need for crafting and mastery of language is highlighted in this format. NQT would need to manage this over the following lessons.**  **The class were already in mixed table groups of 4 – all worked well as was expected of them. Feedback from individuals managed well and they listened to each other respectively. NQT worked with individuals during independent working sessions to encourage and support.** | |
| **2 Promote good progress and outcomes by pupils** ☑   * be accountable for pupils’ attainment, progress and outcomes **🞎** * be aware of pupils’ capabilities and their prior knowledge and plan teaching to build on these ☑ * guide pupils to reflect on the progress they have made and their emerging needs ☑ * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching ☑ * encourage pupils to take a responsible and conscientious attitude to their own work and study **🞎** | **Evidence of progression across the series of lessons – she had a clear plan of where she was going with the unit of work and what the students had previously learned. Although the majority of this lesson was about ideas and content, she had planned to develop their writing skills across the rest of the week.**  **Within the lesson, NQT monitored their progress by using thumbs up/down, mentioned below, as well as checking learning by using no hands up and circulating round table groups.**  **By allowing students to use discussion, the teacher showed an awareness of the importance of using talk for learning and as a planning tool for written responses. This was highlighted in the lesson plan.** | |
| **3 Demonstrate good subject and curriculum knowledge 🞎**   * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings ☑ * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship **🞎** * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject ☑ * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics **🞎** * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies **🞎** | **NQT’s planning and preparation showed that she has secure knowledge of the subject. The use of a real context is also in line with the National Curriculum’s drive to be more functional.**  **The teacher corrected grammar in verbal feedback in a non-threatening manner and modelled correct use of standard English throughout the lesson.** | |
| **4 Plan and teach well structured**  **lessons** ☑   * impart knowledge and develop understanding through effective use of lesson time ☑ * promote a love of learning and children’s intellectual curiosity **🞎** * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired ☑ | **NQT used a range of strategies and resources to keep students engaged and to develop learning e.g. flipchart, highlighting pens, post-its, group work, independent work, questioning, images, etc.**  **Homework set – completing the competition application form. NQT agreed that in fact this was too easy. Discussed other ways to extend their learning e.g. reading a ghost story and writing a review, etc.** | |
| **5 Adapt teaching to respond to the strengths and needs of all pupils 🞎**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively ☑ * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development **🞎** * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them **🞎** | **On this occasion there was little evidence of differentiation as they were all able to access the material. However, the established table settings were organised to allow students to support and stretch each other through group activities.** | |
| **6 Make accurate and productive use of assessment** ☑   * make use of formative and summative assessment to secure pupils’   progress **🞎**   * use relevant data to monitor progress, set targets, and plan subsequent lessons ☑ * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback☑ | **Verbal feedback given – could challenge them more to develop their ideas with questioning.**  **Pupils were able to reflect at the end of the lesson – this could be developed further within the unit to reflect on their own skills as a writer and what they need to do to improve.** | |
| **7 Manage behaviour effectively to ensure**  **a good and safe learning environment ☑**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy ☑ * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly ☑ * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them ☑ * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary **🞎** | **NQT has a clear set of classroom rules and these were followed consistently.**  **Students have been placed in mixed table groups of 4. This seemed to be working well with this group.**  **Students were able to work with each other and independently.**  **Clear instructions – students knew what they had to do and completed the tasks. Used thumbs up and thumbs down technique to check learning quickly.**  **NQT’s lesson was purposeful – noise was productive – and students felt able to contribute their ideas and volunteer to read.** | |
| **8 Fulfil wider professional responsibilities 🞎**   * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively **🞎** | **N/A** | |
| **Part two:**  **Personal and professional conduct**  **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 **🞎** | **NQT displayed positive relations with the class – she had high expectations of them and insisted they stay on task, etc. In turn they listened and responded well to her.** | |
| FeedbackStrengths  * **Positive relationship with students – students respected NQT.** * **Subject matter was well suited to the class – they were very enthusiastic and the writing skills being covered are important.** * **Confident use of a range of strategies and resources within one lesson which allowed pace.**  Areas for Development  * **Consider the importance of ‘skills’ as well as content.** * **Homework needs to be more challenging.** * **Extend students with more challenging questioning.** * **It would have been better if the mind map had covered the features of a good ghost story as this would have allowed them to consider sentence structure, first person narrative, present tense, powerful vocabulary, etc. By not considering this their stories will be less well crafted, etc. and will need more redrafting and refining. NQT intends to pick this up at the start of the next lesson.** | | |
| **On the evidence of this lesson is the NQT likely to satisfactorily meet the Teachers’ Standards?**  **☑** Yes 🞎 No | | **Comments:**  **A well planned and thoughtful lesson.** |
| **Agreed Actions**   * **Plan and teach the language requirements of writing ghost stories appropriately, allowing students to practise the skills needed to write effectively before attempting their own story.** * **Teacher to model the writing process with the class.**   Signed:…………………………………………… (NQT) Date:  Signed:…………………………………………… (Observer) Date: | | |