**NQT Induction: Lesson Observation Record - Primary**

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

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| **NQT:**  **School:**  **Subject: Literacy**  **Class/Year Group: Yr 4** | **Observer:**  **Date and duration:**  **Observation Focus:**  **Number of Pupils:** |
| Lesson Context:  *Learning Objective: To write the ending of a story with a dilemma* | |
| **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**  **- Respectful learning environment – good.**  **- The class reward system was used consistently with a focus on positive praise and reinforcement.** |
| **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 **🞎✓** | **- There wasn’t much evidence of new learning today – consolidation. How are you moving them forward?**  **- Lesson planned effectively with assistance from induction tutor showing logical progression over a series of lessons.**  **- Now aim to demonstrate how the planning builds on pupils’ prior learning and personalised targets.**  **- Made logical links with previous lessons.**  **- Clear success criteria shared with pupils at start of lesson.**  **- Drawing contributions from pupils re. improving writing – good.** |
| **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 **🞎** | **- Secure knowledge today – gave clear explanation of key vocabulary.**  **- Confident use of IWB to model class writing.**  **- Now aim to involve the pupils more interactively also drawing on cross curricular links.**  **- High quality teacher modelling of writing.**  **N/A**  **N/A** |
| **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 **🞎** | **- Clear communication in direct teaching and with individuals.**  **- Pace during direct teaching good. However they had “switched off” when you reiterated steps to success – how can you ensure this is absorbed?**  **- Good use of mini plenary to refocus pupils and remind them of the success criteria. Can you get the pupils more actively involved?**  **- Pupils are largely attentive but lacked drive and enthusiasm. Look at resources and strategies to “hook them in” and inspire their writing.**  **N/A** |
| **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 **🞎** | **- Well-planned differentiated resources to support pupils in meeting success criteria e.g. word banks and writing frames. Well done.**  **- Now ensure these take particular account of pupils’ personalised targets** |
| **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 **🞎✓** | **- Use of talking partners but only the once – make more effective use of this as a learning tool.**  **- Good use of lolly sticks to include all pupils and assess pupils’ understanding. Make sure you use this consistently.**  **- Missed opportunity for self assessment based on pupils’ previous attempt at writing a story ending.**  **- Marking in line with school policy.**  **- Pupils sampled understood teacher feedback.**  **- Check sufficient material is being covered and recorded.**  **- Referring to linking prompts – identifying where/how pupils can improve their writing – good.** |
| **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 **🞎✓** | **- Pupils well behaved and generally attentive.**  **- Use of music to create calm mood during independent writing – this worked well.**  **- Use of praise to encourage whole class and individuals - good.**  **- Strategies used to gain and maintain attention. Aim for a consistent approach throughout the lesson.** |
| **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 **🞎** | **- HLTA used to support LA table.**  **- Plan with HLTA for more creative use of her skills (on occasions).** |
| **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 **🞎** | **- Evidence of positive relationships and communication with pupils.** |

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| FeedbackStrengths  * **Pupils given clear links to some previous learning, writing prompts, role play etc.** * **Confident delivery – planned logical progression and structure to lesson.** * **Materials/resources well prepared and in place. Now aim to be more creative in the choice of resources to give pupils a “thirst” for learning.** * **Classroom management effective – well done.**  Areas for Development  * **(TS 4) Pace of direct teaching generally good but pupils were inattentive during “steps to success” – how might you ensure this section of the lesson is effectively absorbed?** * **(TS1,2) In order to build on prior learning it is important to refer to the pupils’ individual targets following their previous writing activity. Be clear re. new learning and improvement required as this was a similar activity to one set last month.** * **(TS 4) How can you introduce the writing activity so the pupils are more noticeably and actively excited about their writing?** * **(TS 2,6) Make more use of talking partners – share and review work with their peers – aim to include and use self evaluation more effectively. Improve consistency in using other AFL tools.** | |
| **On the evidence of this lesson is the NQT likely to satisfactorily meet the Teachers’ Standards?**  🞎 Yes **✓** 🞎 No | **Comments:**  **The lesson showed noticeable progress towards meeting a number of the teacher’s standards and previous targets. Now focus on demonstrating that this can be achieved independently and consistently.** |
| **Agreed Actions**   * **Arrange meeting with your Induction Tutor to explore resources and strategies to introduce the next writing unit. NQT and IT to prepare prior to session and seek advice from Literacy Co-ordinator. Focus on the interactive classroom.** * **NQT to attend AFL training and feedback to Induction Tutor.** * **NQT to seek opportunities to use 10% release time to observe experienced colleagues and discuss how they plan by building on pupils’ prior learning and develop pupils self evaluation.**   Signed:…………………………………………… (NQT) Date:  Signed:…………………………………………… (Observer) Date: | |