**NQT Observation Lesson Tool & Action Points**

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|  | **Yes/No** | **Evidence** |
| **Multi-sensory Teaching Approaches** | | |
| Is there use of multi-sensory teaching approaches? (visual, verbal, kinaesthetic) |  |  |
| Has she/he planned alternatives to paper and pencil tasks, where appropriate? |  |  |
| Does the NQT make effective use of ICT to remove barriers e.g. speech or sign supported software, on screen word blanks, predictive word processing? |  |  |
| Is there use of visual and tangible aids e.g. real objects, signs/symbols, photographs, computer animations? |  |  |
| Is scaffolding used e.g. problem solving grids, talk and writing frames, clue cards, to support learners? |  |  |
| Does the NQT find ways of making abstract concepts concrete e.g. word problems in mathematics turned into pictures or acted out or modelled with resources? |  |  |
| **Peer Collaboration** | | |
| Over time does the NQT employ a variety of pupil groupings so that pupils are able to draw on each other’s strengths and skills? |  |  |
| Has the NQT made arrangements (buddying, adult support, taping) where necessary to ensure that all children can access written text/instructions? |  |  |
| Does the NQT involve pupils with SEN and disabled pupils, with appropriate support, in peer consideration of task objectives and their evaluation? |  |  |
| **Communication in the Classroom** | | |
| Is there use of interactive strategies e.g. pupils having cards to hold up or own whiteboards or coming to the front to take a role? |  |  |
| Does the NQT understand the importance of using a pupils preferred communication style? |  |  |
| Is new or difficult vocabulary clarified, written up or displayed, or returned to? |  |  |
| Does the NQT check for understanding of instructions e.g. by asking a pupil to explain them in their own words? |  |  |
| Are tasks clearly explained/modelled-task cards or boards as reminders, time available and expected outcomes made clear? |  |  |
| Does the NQT give time/support before responses are required e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until the pupil can answer correctly? |  |  |
| Are questions pitched so as to challenge pupils at all levels? |  |  |
| Does the NQT work directly with lower attaining groups/pupils with SEN or disabled pupils as well as with more able groups? |  |  |
| **Managing Additional Adults** | | |
| Are the adults providing clear support about what it is the individual or group is to learn and how to assess that it has been learned? |  |  |
| Where extra adult support is available for pupils with SEN or disabilities, is it deployed in ways which promote independence, protect self esteem and increase pupils’ inclusion within their peer group? |  |  |
| **Assessment, Planning and Review** | | |
| Has the NQT identified appropriate and differentiated learning objectives for all learners? |  |  |
| Is use made of tasks that are simplified/extended e.g. short, concrete text used by one group and long, abstract text by another, numbers to 100 by one group or to 20 by another? |  |  |
| Are all learners involved in monitoring their own progress? |  |  |
| Are tasks made more open or more closed according to pupils needs? |  |  |
| **Motivation** | | |
| Is appropriate behaviour noticed, praised or rewarded? |  |  |
| Is the contribution of all learners valued-is this a secure and supportive learning environment where there is safety to have a go and make mistakes? |  |  |
| Has the NQT explored the strengths and interests of those in the class to help plan lessons? |  |  |
| **Planning the Environment and Layout** | | |
| Can all the pupils see/hear the NQT and any resources she/he is using e.g. background noise avoided where possible, light source in front of NQT and not behind, pupils seating carefully planned? |  |  |
| Are pupils provided with and regularly reminded of resources to help them be independent e.g. relevant material from the whole class session kept on display, word lists or mats, dictionaries of terms, glossaries, number lines, table squares? |  |  |
| **Consolidating Memory** | | |
| Does the NQT encourage the use of memory aids, such as wall charts and posters, memory cards and other devices, for those who benefit from them? |  |  |
| Does the NQT work with pupils, particularly those for whom working memory is an issue on developing their own learning strategies? |  |  |

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| **Action Points**  **Areas to Develop for NQT Arising from Lesson Observation** |
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