



All sections of the lesson observation should be used in conjunction with the Model of Great Teaching	Strengths	Developments
<p>Understanding the content</p> <ul style="list-style-type: none"> • Deep and fluent knowledge and flexible understanding of the content. • Knowledge of curriculum sequences and dependencies • Knowledge of relevant curriculum tasks, assessments and activities. • Knowledge of common student strategies, misconceptions and sticking points. 		
<p>Creating a supportive environment</p> <ul style="list-style-type: none"> • Promoting interactions and relationships with students. • Promoting a positive climate. • Creating a climate of high expectations, high challenge and trust. 		
<p>Maximising opportunity to learn</p> <ul style="list-style-type: none"> • Managing time and resources effectively • Ensuring rules, expectation and consequences for behaviour are explicit, clear and consistently applied. • Preventing, anticipating and responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately. 		
<p>Activating hard thinking</p> <ul style="list-style-type: none"> • Structuring • Explaining • Questioning • Interacting • Embedding • Activating 		
<p>Please comment on any specific strategies used to support the development of student's literacy (e.g. explicitly teaching tier 3 vocabulary, highlighting key vocabulary, modelling the process for planning writing etc)</p>		
<p>Please comment on any missed opportunities to support the development of student's literacy.</p>		
<p>PRAISE</p>	<p>PROMPT</p>	<p>PRECISE ACTIONS</p>
<p>-Make it specific, not lavish. -Link it to the impact on the pupils. -Reference previous targets and progress towards them: "I noticed you did.../I noticed when..."</p>	<p>-Pose questions that will guide your colleague to identify an area of development. -Reference data and evidence: "What were you wanting to develop... How could you approach this differently...? What did you notice when..."</p>	<p>-1-3 Highest leverage actions. -Actionable actions. -Precise actions. -Consider 'how' as well as the 'what'.</p>

Student Voice



It is important to speak to the students when observing lessons, to gain an understanding of their learning, curriculum intent, and sequencing.
 Please use the questions below to help frame your conversations. You do not have to ask all of the questions; please consider context.
 As a minimum, please speak to three students and where possible, try to indicate whether they are PP, LPA, MPA, HPA, SEND.

Students involved:

How are you given feedback?	
How do you use this feedback?	
What are you learning?	
How do you know what you are learning?	
Why are you learning it?	
Is there anything you are unsure about, from this lesson?	
What have you learned before and how has this helped you with your learning today?	
What are you now better at?	
What are you going to learn next? Why?	
How do teachers help you understand the key vocabulary needed in subjects?	
Which are the best ways you learn and which subjects help you learn best ?	
What opportunities do you have to revisit/practise to help you develop your knowledge?	
Does the reading and writing you do in English, match the reading and writing in (subject)? How do teachers help you spell complicated vocabulary? Do teachers help you correct spelling mistakes ? Enough or too much?	