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| **Trainee:** | **College:** | **Date:** | **Class:** |
| **Observer:** | **Signature** | **No of Students** | **/** |

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| AFI to be addressed from previous ROTL | | Met Y/N |
| 1 |  |  |
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| 3 |  |  |

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| **2014 Professional Teaching Standards Foci** *(Maximum of 4)* | | **2014 Professional Teaching Standards Met**  *(How are they met if not clear in OTL feedback)* |
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| **Lesson Strengths** | 1 |  |
| 2 |  |
| 3 |  |

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| **Areas for Improvement**  (that would make the biggest impact on learners) | 1 |  |
| 2 |  |
| 3 |  |

Lessons are graded using the lesson observation criteria on the next page. They should be used ***to guide your judgement*** for an overall lesson observation grade, with greater weighting given to the elements relating to learner engagement, progress, development, and assessment.

**Standard of teaching performance. Please tick only one:**

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| **Very Good Pass** | **Good Pass** | **Pass** | **Refer** |
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|  | | **Very Good Pass** | | **Good Pass** | | **Pass** | **Insufficient** | | |
| **Planning** | | | | | | | | | |
| **Scheme of Work** | | Comprehensive scheme. Includes differentiated aims/objectives. Detailed information provides excellent insight into planned learning and progress. With consideration of wider opportunities such as equality, diversity, maths and English. | | Good scheme, which clearly records sequenced teaching and learning. Provides a very clear insight into planned structure of learning and progress. | | Brief scheme lacking in some detail, but sufficient information to gauge planned outline of teaching and learning activities, resources and assessment. | Very brief or no scheme of work available. Little more than a list of topics. | | |
| ***Lesson Planning*** | | Highly detailed - timing, structure and method. Excellent range of activities planned to meet different learning style/needs. Clearly links to SOW. Rationale indicates comprehensive knowledge of the groups learning needs. Thorough embedding of maths & English. | | Good, clear structure - identifies resources, and activities linked to different learning styles/needs. Clearly links to SOW. Rationale indicates good knowledge of the groups learning needs. Maths & English embedded. | | Acceptable structure, outline of teaching method, student activity and achievement. Some links to scheme of work evident. Rationale indicates some knowledge of the groups needs. Basic embedding of maths & English. | Lacking sufficient detail. Insufficient teaching and learning activities or little relationship to scheme. Lesson structure does not align with achievement of learning outcomes. Limited rationale. No embedding of maths & English. | | |
| ***Learning Materials/***  ***Resources*** | | Excellent range of creative materials clearly presented & well-used to promote learning. | | Good range of materials and resources + effectively used to support session content and promote learning. | | Resources and learning materials used to support learning. However these would benefit from greater creativity. | Insufficient or inadequate resources to support learning. | | |
| **Facilitation of Learning** | | | | | | | | | |
| ***Pace*** | | Pace not only matches subject and learner level, but provides opportunity to stretch and challenge all learners. Activities very well-structured and timed to maintain interest and stimulate learning for all. | | Pace matches subject and learners’ needs/level. Activities well-timed and structured. | | Overall pace promotes learning and interest. Most activities sufficiently matched to learner/subject level. | Activities lack pace/rigour and do not promote learning. Learners lose interest and concentration at some points. | | |
| ***Behaviour Management*** | | All learners act responsibly and have an excellent understanding of the expectations of them. Challenges are rarely needed, but are effectively managed and do not disrupt learning. | | All learners are clear about what’s required from them and engage with activities. Challenges are appropriately managed with minimal disruption. | | Most learners are clear about what is required. Challenges are managed with some disruption. | Learners are unclear about what is required. This is not addressed by the teacher. Inappropriate behaviour is not addressed and this negatively impacts on learning. | | |
| ***Inclusion and differentiation*** | | All teaching and teaching materials facilitate inclusion. Learning is highly differentiated and individualised. | | The majority of teaching and teaching materials facilitate inclusion. Learning is differentiated with some individualisation. | | Some attempts to provide inclusive teaching and teaching materials which are differentiated. | Teachers does not adopt an inclusive approach. | | |
| ***Learning Support (if present)*** | | Effective liaison and direction of learning support professionals | | Learning support professionals are directed by the teacher | | Learning support professionals in the classroom provided with lesson plan and resources by teacher | Learning support professionals in the classroom are undirected | | |
| ***Promotion of Equality & Diversity*** | | E&D is fully integrated into the lesson. Teacher models best practice through use of inclusive language, attitudes and terminology. | | Frequent opportunities to promote learners understanding of E&D are utilised. Teacher models good practice through use of inclusive language, attitudes and terminology. | | Some opportunities to promote learners understanding of E&D are utilised. Teacher uses appropriate language and terminology and demonstrates appropriate attitudes. | Language is inappropriate; resources do not promote an understanding of E&D and in some cases reinforce stereotypes.  Inappropriate remarks are unchallenged. | | |
| ***Learning Strategies*** | | Excellent range/creative approaches used to maximise learning and involve learners and highly appropriate for the subject. | | Good range of learning methods used to engage learners and promote learning. | | Limited range but teacher makes some effort to vary approach and involve learners. | Lesson is too teacher centred.  Insufficient variety and involvement of learners. | | |
| ***Review/***  ***Summary of Learning*** | | Highly effective review of learning throughout the lesson with very clear and creative summary linked to learning outcomes as well as wider learning. | | Good review/recap at points in the lesson & clear summary of learning progress including summary at end of lesson. | | Some review of learning including a brief summary planned at end of lesson. | Insufficient or no review of learning and/or insufficient or no planned summary at end of lesson. | | |
| **Learning & Assessment** | | | | | | | | | |
| ***Learner Engagement*** | | All learners actively involved and engaged. Highly motivated/interested. High levels of co-operation and interaction. | | The majority of learners are involved and engaged in the lessons. Good level of interest and concentration. | | Most learners’ involvement in the lesson is sufficient for the learning activities to be completed. | Too many learners are Insufficiently engaged. Limited concentration and interest. Some learners bored and showing it. | | |
| ***Learner Progress*** | | All learners demonstrating excellent knowledge and skills for level and stage of programme. Learners use/take initiative and responsibility for their learning. Excellent use of stretch and challenge. | | All learners demonstrating a good level of skills/knowledge. Stretch and challenge is evident. | | Most learners working appropriately for standard and stage of programme, with minimal stretch & challenge. | Level of knowledge and skills demonstrated is not at the standard expected for the stage and level of programme. | | |
| ***Maths Development\**** | | Every opportunity is taken to skilfully integrate maths development. All learners demonstrate excellent progress and confidence. | | Good range of opportunities taken to develop maths skills which in most cases are relevant to the session. The majority of learners are successful in completing maths tasks set. | | Some opportunities to develop maths skills are utilised and in most instances learners cooperatively engage with maths tasks set. | Opportunities to develop maths skills are frequently missed and this impacts negatively on learner progress.  Where opportunities are presented learners make poor/no progress. | | |
| ***English Development\**** | | Every opportunity is taken to skilfully integrate English development. All learners demonstrate excellent progress and confidence. | | Good range of opportunities taken to develop English skills which in most cases are relevant to the session. The majority of learners are successful in completing English tasks set. | | Some opportunities to develop English skills are utilised and in most instances learners cooperatively engage with English tasks set. | Opportunities to develop English skills are frequently missed and this impacts negatively on learner progress.  Where opportunities are presented learners make poor/no progress. | | |
| ***Assessment of learning*** | | Wide range of valid, reliable and differentiated assessment tools used highly effectively. All learners are assessed at their varying levels. | | Range of appropriate assessment tools used effectively. Individual assessment strategies used. All learners are assessed. | | Some use of assessment tools.  General assessment strategies employed to demonstrate learning has taken place for most learners. | Inadequate level of assessment. Checks on learning are limited to too few learners. | | |
| ***Assessment Feedback*** | | Constructive individual feedback given to all learners. Feedback is clearly owned by learners for their future development. | | Constructive feedback given to learners. Feedback is detailed and learners acknowledge and take it on board. | | Feedback provided, however responses are limited. | No evidence of feedback or feedback is of a poor standard. | | |
| **Observation of Teaching Practice - Mandatory Complete** | | | | | **Impact on Learners – Mandatory Complete** | | | | |
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| **Time** | | **Narrative and areas for development** | | | | |  |