

NQT Lesson Observation Three

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| NQT | |
| Observer | |
| Class/Year group | |
| Date and Time | |
| Learning objectives and outcomes | |
| Focus of observation and agreed areas for professional dialogue/feedback | |

| Highlight/mark if observed | Comments |
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| <p>Set high expectations which inspire, motivate and challenge pupils</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> • Establish safe stimulating environment • Set goals to stretch and challenge pupils of all backgrounds, abilities and dispositions • Demonstrate consistently the positive attitudes, value and behaviour which are expected of pupils | |
| <p>Promote good progress and outcomes by pupils</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> • 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 | |

| Highlight/mark if observed | Comments |
|--|----------|
| <p>Demonstrate good subject and curriculum knowledge</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> • 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 | |
| <p>Plan and teach well structured lessons</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> • impart knowledge and develop 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 • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area (s) | |

| Highlight/mark if observed | Comments |
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| <p>Adapt teaching to respond to the strengths and needs of all pupils</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and 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 | |
| <p>Make accurate and productive use of assessment</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas including statutory assessment requirements • 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. | |

| Highlight/mark if observed | Comments |
|---|----------|
| <p>Manage behaviour effectively to ensure a good and safe learning environment</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> • 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 | |
| <p>Fulfil wider professional responsibilities</p> <p><i>Examples may include:</i></p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being | |

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| Strengths | |
| Areas/targets for development | |
| Focus for next observation and dialogue | |
| NQT Comments | |
| Observer signature | |
| NQT signature | |