

Lesson Observation Feedback Report

Observer's name and signature:

Date/Time:

Context of the lesson:

Teacher's name and signature:

Subject:

Year G1

Criteria	Rapid Development	Area for Development	Effective	Ambassadorial	Evidence/Why?
TS1					
Are teacher expectations sufficiently high? TS1a	The teacher has low expectations of what the class can achieve.	The teacher's expectations of what some pupils can achieve are limited .	Learning is purposeful, challenging for all pupils because the teacher's expectations are high.	The teacher holds exceptional expectations for all children; pupils live these out by being keen and conscientious learners.	•
TS2					
To what extent do pupils make progress in the lesson? TS2a	Progress is inadequate because too few pupils complete appropriate learning tasks.	Many pupils successfully complete appropriate learning tasks for their age/stage/ability.	Almost all pupils successfully complete appropriate learning tasks for their age/stage/ability.	Pupils learn exceptionally well: all pupils achieve their full potential in the lesson.	•
To what extent do pupils make progress over time? TS2b	Books show limited achievement over time against learning objectives. Pupils' knowledge recall is poor.	Books show varied achievement over time against learning objectives. Pupils knowledge recall is limited.	Pupils' knowledge recall and books demonstrate progress in line with their flightpath .	Pupils' knowledge recall and books demonstrate evidence of rapid and sustained progress.	•
TS3					
How does teacher subject knowledge impact on learning? TS3a	Staff knowledge is limited ; as a result pupils were taught misconceptions .	The knowledge and understanding shown by some pupils as a result of teaching is incorrect or below the expected standard.	Staff knowledge of the relevant curriculum area and child development is secure ; this enables all pupils to succeed (i.e. SEND, PP, EAL).	Staff have profound knowledge of the relevant curriculum area and child development; as a result, a significant number of pupils display a deeper understanding .	•
How well does the teacher promote high standards or articulation and literacy? TS3b	Too many pupils do not demonstrate good articulation and literacy skills because the teacher does not hold pupils to account for this.	Pupils do not consistently demonstrate good communication and literacy skills.	Enabling, language-rich environments support and enrich learning; pupils are expected to demonstrate good communication and literacy skills across the curriculum.	The teacher holds, and actively reinforces, exceptional expectations for standards of articulation and literacy (e.g. routinely encouraged to interact, correct use of taught vocabulary/grammar/spelling).	•
TS4					
Is learning in the lesson progressive/sequential? TS4a	Learning does not build on prior knowledge , or is not sequenced effectively.	Learning builds progressively on prior knowledge but this is not referenced in teaching.	Learning builds progressively on prior knowledge : this is referenced regularly.	Staff scaffold and sequence learning effectively to build on prior knowledge: they break down complex material into smaller steps and avoid overloading pupils' working memory.	•
How does the pace of the lesson support learning? TS4b	The pace of the lesson impeded pupils' learning because it was too fast/slow.	The pace of the lesson was slowed by administration, behaviour or a lack of urgency.	The pace of learning was suitable for the intended learning.	Teaching had a sense of urgency and intensity ; the pace of the lesson enhanced pupils' learning.	•
Was the pitch of the lesson tailored to the learners? TS4c	Learning was not pitched correctly and taken from the correct point in the curriculum	Learning was pitched correctly from the curriculum, however many pupils had knowledge gaps and would have benefited from revision of prior learning.	Learning is pitched correctly from the curriculum, and builds on previous learning because assessment for learning is strong.	Learning is well scaffolded because it is underpinned by judicious planning which ensures it is derived from the correct point in the curriculum whilst also being tailored to close pupils' knowledge gaps .	•
What is the impact of the teacher's interaction and questioning? TS4d	The teacher asks limited questions/has limited interactions with pupils in the lesson.	The teacher's questions are perfunctory and not tailored to further learning for specific individuals or the class as a whole.	Teacher's interactions promote learning ; questions are varied and targeted and discussions promote retrieval, application of knowledge and critical thinking.	Judicious interactions and questions arise from excellent subject knowledge, and understanding of child development: these stretch and deepen pupils' current understanding .	•
To what extent does teacher modelling support learning? TS4e	The teacher's modelling is insufficient/incorrect : as a result, many pupils do not understand the learning/task.	The teacher's modelling lacks specificity ; therefore, some pupils do not understand the learning/task.	Staff modelling is clear : explanations and demonstrations are clear, illustrations & worked examples support learning.	Staff modelling is specific and concisely narrated : as a result, all pupils understand the learning and make excellent progress in the lesson.	•
How far does teaching encourage pupils to make links with prior knowledge? TS4f	Pupils do not make links to prior learning.	Pupils make limited links to prior learning because this is not referenced regularly during teaching.	Teaching promotes analysis ; pupils are expected to connect to prior learning ; as a result, pupils make links and ask pertinent questions.	Pupils routinely connect prior learning in new contexts and/or across subjects; they are able to apply theoretical logic and reasoning based on their understanding.	•
TS5					
How well does teaching respond to the strengths and needs of all pupils? TS5	Adaptive strategies are absent/ineffective : too many pupils do not make progress in the lesson.	Adaptive strategies are utilised , however these do not effectively meet the needs of some pupils because the teacher's knowledge of pupil needs is insufficient.	The teacher has a secure working knowledge of all individuals' needs, achievements & next steps; learning builds on this. Teaching is responsive and appropriately adapted to support struggling and excelling pupils.	All staff have an acute knowledge of all pupils' needs and learning is skilfully adapted to meet the needs of all learners.	•
TS6					
To what extent does teacher assessment inform teaching? TS6a	Assessment from the previous lesson/topic has not taken place , therefore this does not inform teaching.	The teacher's knowledge of pupil achievements/next steps is limited because assessment is carried out at a surface level. This means that teaching is not responsive to need.	Assessment is systematic, timely and accurate . As a result, staff pre-empt/address misconceptions and adapt lessons where necessary.	Astute assessment underpins planned learning, and teaching within the session is responsive based on highly effective AFL . In addition, the teacher enables pupils to plan, monitor and evaluate their own progress to good effect.	•
How does teacher feedback impact learning? TS6b	Feedback and marking is not in line with school policy. As a result, pupils learning is impeded.	Marking is in line with school policy, though pupils have not responded to this, and mistakes have gone unaddressed.	Marking is in line with school policy: staff give specific, focussed & regular feedback focussing on improving knowledge, understanding and/or skills and pupils respond to this.	The impact of consistent, precise feedback is clear within the lesson, and within books: pupils respond conscientiously to advice and make accelerated progress as result.	•

TS7					
How does the classroom climate impact on pupils' behaviour? TS7a	Pupils are not held to account effectively for poor behaviour ; as a result many pupils' learning is negatively impacted.	Most pupils behave well though some pupils are over reliant on adult support and, as a result seek attention through poor conduct.	Pupils have a keen and conscientious approach to learning; they display exemplary, or in limited circumstances, swiftly corrected behaviour.	An excellent climate for learning and acute knowledge of pupils' needs means all pupils display exemplary behaviour throughout the lesson.	•
How far do routines and boundaries support learning? TS7b	Routines and boundaries are not conducive to effective learning.	Routines and boundaries are established but there are instances of slippage that impact on behaviour and learning.	Routines and boundaries are well established and support learning .	Tight routines and boundaries permeate the classroom climate and ensure good progress for all pupils.	•
How do relationships impact on behaviour and learning? TS7c	Relationships are not well developed ; as a result the behaviour of many pupils is poor.	At times, relationships appear strained and/or mutual respect between adults and pupils is not always apparent.	Relationships are built upon mutual respect ; staff have a calm, authoritative and positive approach.	Relationships are excellent and enhance learning .	•

TS8					
To what extent do additional adults impact positively on learning? TS8a	Adults are inefficiently deployed or informed about intended learning.	Adults need more structure/guidance to ensure that their work meets the needs of the pupils they support	Adults are effectively deployed and impact positively on learning.	Adults are well deployed through every stage of the lesson; their work expertly meets the needs of focus pupils.	•
To what extent staff development work impacted on learning? TS8b	Staff have not acted on DPE/feedback/TIPS.	Staff have taken some action towards DPE/feedback/TIPS; this has not yet impacted on pupils' learning.	Staff have acted upon DPE/feedback/TIPS; this impacts positively on pupils' learning.	Staff have acted upon DPE/feedback/TIPS; this has resulted in accelerated pupil progress .	•

Overall strengths:		Areas for further development:	
Targets:		Date to be achieved and re-checked:	