**Trainee Lesson Reflection/Lesson Observation prompts**

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| **What went well?** What was the highlight of this lesson?What is the key learning from this lesson?What did pupils learn? |
| 1. **Set high standards which inspire, motivate and challenge pupils**
* Is intentional and consistent language used that promotes challenge and aspiration?
* Is there a positive environment where making mistakes and learning from them is part of the daily routine?
* Are there opportunities to engage parents and carers?
* Is teaching maintaining clear behavioural expectations e.g. contributions, volume, concentration?
* Are rules, sanctions and rewards in line with school policy?
* Are pupils praised for effort and progress being made emphasized?
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| 1. **Promote good progress and outcomes by pupils**
* Is thought given to avoid overloading working memory?
* Is the complexity of the task kept to a minimum?
* Is complex material broken down into smaller steps e.g. using partially completed examples?
* Are pupils encouraged to share emerging understanding and points of confusion so misconceptions are addresses?
* How is the lesson sequenced?
* Are teachers linking what pupils already know to what is being taught?
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| 1. **Demonstrate good subject and curriculum knowledge**
* What opportunities are there for pupils to learn essential concepts, knowledge, skills and principles of the subject?
* What analogies, illustrations, examples, explanations and demonstrations are being used?
* Are resources and materials aligned with the school curriculum?
* Is there a balance of exposition, repetition, practice of critical skills and knowledge?
* What tasks are provided to secure learning e.g. quizzes, fluency of times tables?
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| 1. **Classroom Practice**
* How is modelling, explanations and scaffolds used to break down tasks?
* When and why are scaffolds removed?
* Are there opportunities in the lesson for pupils to consolidate and practice applying new knowledge and skills?
* Are analogies, metaphors and examples used to support learning?
* Are there examples of modelling through narrating thought processes and exposing potential pitfalls?
* Are there a range of types of questions in class discussions to extend and challenge?
* Is there appropriate wait time between question and response where more developed responses are required?
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| 1. **Adaptive Teaching**
* Are pupils identified that need new content further broken down?
* What formative assessment is used?
* How has the lesson been adapted whilst maintaining high expectations?
* How is new content taught?
* Are teaching assistants used effectively?
* How is the lesson differentiated e.g. resources, reframing of questions?
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| 1. **Assessment**
* Are formative assessment tasks linked to lesson objectives?
* Has structured tasks or questions been used to identify gaps in knowledge or misconceptions?
* What methods of feedback are used in the lesson e.g. assessments to check prior knowledge, prompting to elaborate on questions , monitoring pupils work during the lesson?
* Is verbal feedback used in the lesson?
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| 1. **Managing Behaviour**
* Has a supportive and inclusive environment been established with a predictable reward and sanction system?
* Are instructions manageable, specific and sequential?
* Are pupils understanding of the instruction checked before a task begins?
* Is there a use of consistent language and non-verbal signals?
* Is there evidence of established routines?
* Is there evidence of explicitly teaching routines e.g. transition points
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| 1. **Professional Behaviours**
* Is there evidence of extending subject and pedagogical knowledge as part of the lesson preparation?
* Can you make any links to research of theories in the lesson?
* Was the intended lesson outcomes shared with teaching assistants before the start of the lesson?
* Is the teaching assistant’s support in addition to the teacher?
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| **What are the areas of strength of this lesson?** **What are the areas for development of this lesson?** |