**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? |
| 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? |
| 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? |
| 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? |
| 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? |
| 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? |
| 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 |
| 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? |
| **What are the areas of strength of this lesson?**  **What are the areas for development of this lesson?** |