

LESSON OBSERVATION

KEY STAGE TWO

STAFF OBSERVING LESSON: _____

DATE: _____

TIME: _____

TEACHER: _____

LEARNING

FOCUS: _____

CLASS: _____

LESSON INTRODUCTION

Is a rich text selected for the lesson? Name of text?	
Is the learning intention clear? Clearly displayed? Phase 1/ Phase 2?	
How is the lesson introduced? Skill defined or recalled? Clear strategy focus defined or recalled? Text introduced or recalled?	

PUPIL MAIN PRACTISE ACTIVITY

How are strategies clearly explored to prompt recall by the children? Are strategies used to support rather than lead the learner? Is there a gradual removal of scaffolding in teaching material used?	
Are new questions introduced and explored before pupils practise? Does the teacher model and reason out loud their comprehension process? Are there clear links between modelling and strategy application?	
Are learners given ample time to practise? Does the teacher identify any misconceptions to be explored during practise time? Are guided questions used during practice time by the teacher to prompt pupils to self-correct?	



LESSON PACE RATING: __/5 STARS

(5 STARS = EXCELLENT PACE AT THE RATE OF PUPIL LEARNING)

LESSON OBSERVATION

KEY STAGE TWO

PUPIL LEARNING BEHAVIOUR & ENVIRONMENT

Are learners engaged and on-task? Are there moments of task-related discussions between peers? Are pupil's behaviour expectations high? Do learners have adequate support given when stuck? Are children finding the practise or activity given challenging?	
Are able learners given adequate extended challenge? Is there clear differentiation given? In what way?	
Is the classroom environment appropriately arranged for the learning? Are pupils well-equipped to tackle any actions instructed by the teacher?	

INDEPENDENT ACTIVITY

What independent activity – if any – is used to reinforce the learning?	
Does the activity provide ample opportunities for children to apply the strategies taught so far?	
Is there any evident differentiation in the activity given? How so?	
Are pupils ready for the independent application of learning and was this appropriately matched to the lesson flow?	

MISCONCEPTION HANDLING AND PROGRESSION

Are misconceptions handled to the benefit of all pupil progress? Have children made clear progress from the start of the lesson?	
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ACHIEVEMENT OF LEARNING RATING: __/5 STARS
(5 STARS BEING 100% OF PUPILS TAUGHT ACHIEVED THE LEARNING)