

## CTM FORMAL LESSON OBSERVATION CONSIDERATIONS DOCUMENT – 2020-2021

### Behaviour management – High Expectations and Managing Behaviour

You might want to consider:

1. How does the environment promote learning through a positive and purposeful atmosphere, with high expectations for all?
2. How are pupils encouraged to display positive attitudes to their learning and one another?
3. How are positive relationships created and sustained? Are they based on mutual trust/respect?
4. How are pupils set tasks which motivate, stretch and challenge, whilst remaining achievable?
5. How is the trainee teaching and rigorously maintaining clear, consistent behavioural expectations (e.g. contributions, volume level, concentration)?
6. How is a supportive and inclusive environment established, including consistent and predictable sanctions and rewards used in line with school policy to positive effect?
7. How are manageable, specific and sequential instructions provided to minimise low disruption?

### Pedagogy - How Pupils Learn, Classroom Practice and Adaptive Teaching

You might want to consider:

1. How does the trainee apply their knowledge of cognitive science to ensure that all pupils learn something new/develop their existing knowledge/skills?
2. How are appropriate visual and concrete resources/representations used to support and challenge learning?
3. How are misconceptions identified, planning for, and addressed?
4. How is the trainee increasing the likelihood of knowledge and skills being retained through planned and deliberate strategies?
5. How is learning time planned for, adapted, and used effectively to maximise learning taking place?
6. How is learning broken down into manageable, progressive steps and supported by strategies such as scaffolding and modelling?
7. How is effective questioning used for a range of purposes e.g. clarifying, extending, challenging?
8. How are pupils with a range of additional needs, including SEND, supported through adapting teaching and learning?
9. How are other adults directed and used effectively in the classroom? How are manageable, specific and sequential instructions provided to minimise low disruption?

### Subject & curriculum

You might want to consider:

1. How are clear and appropriate objectives designed and shared, and understood by the pupils?
2. How is subject knowledge (including subject-specific vocabulary) and expertise used to underpin modelling and explanations, address misconceptions and answer questions?
3. How effectively does the lesson form part of a sequence of lessons or learning journey?
4. How does the trainee develop fluency to build automatic recall of key knowledge?
5. How are additional opportunities to promote Literacy and maths taken advantage of?

### Assessment

You might want to consider:

1. How are formative assessment strategies planned for, implemented and used to inform future teaching, both within and between lessons?
2. How accurately does the trainee assess pupils against the learning objectives?
3. How is pupil work monitored within the lesson?
4. How do the pupils know how well they are doing and how to improve?
5. How are the pupils provided with high quality feedback through a range of strategies, including verbal and written?

### Professional Behaviours

You might want to consider:

1. How does the trainee respond to advice/coaching received during the lesson and amend teaching accordingly?
2. How has research and evidence underpinned the teaching and learning within the lesson?
3. How has the trainee communicated with other adults (professionals and parents) to impact positively on the teaching and learning?