



Lesson Observations

(To be used in conjunction with the Learning and Teaching Framework)

Introduction

Lesson Observations are part of our teachers' development. Teachers are expected to peer observe another teacher, at least twice, annually. These peer observations will focus on an area identified by the teacher for development and in line with the school's identified targets.

Lesson Observations are also part of the school's quality assurance policy and are most usually used after a learning walk or a series of learning walks prompts the need for further support of the teacher. In this case the lesson observation is carried out by a Senior Leader of the school or their designate.

Lesson observations should be seen by all parties in light of teacher development and improvement.

They should thus be as unthreatening as possible. All teachers will receive feedback on the lesson observation, using the school's REVIEW model.

All teacher observations will be part of an overall view and plan of the member of staff who will have ongoing discussions with their line manager about their work. No teacher will ever be surprised about their performance as it will be part of an ongoing process and dialogue.

Focus of St Constantine International School - Lesson Observations:

1. The teacher planned effectively and sets clear objectives that are understood.

- a) Objectives are communicated clearly at the start of the lesson.
- b) Materials are ready and appropriate.
- c) There is a good structure to the lesson.
- d) An effective plenary is utilized.

2. The teacher shows good subject knowledge and understanding.

- a) Teacher has a thorough knowledge of the subject content covered in the lesson.
- b) Subject material is appropriate for the lesson.
- c) Knowledge is made relevant and interesting for students.

3. The teaching methods used enable all students to learn effectively.

- a) The lesson is linked to previous learning & / or has cross-curricular links, (incl. IDEALS).
- b) The ideas and experiences of students are drawn upon.
- c) A variety of activities and questioning techniques is used.
- d) Instructions and explanations are clear and specific.
- e) The teacher involves students, listens to them and responds appropriately
- f) High standards of effort, accuracy and presentation are encouraged.
- g) Appropriate methods of differentiation are used.

4. Students are well managed and high standards of behaviour are insisted upon.

- a) Students are praised regularly for their good effort and achievement.
- b) Prompt action is taken to address poor behaviour.
- c) All students are treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups.

5. Students' work is monitored and assessed; teacher provides feedback or helps pupils answer their own questions. AfL supports progress

- a) Student understanding is assessed throughout the lesson by various means
- b) The teacher ensures mistakes and misconceptions are recognised by pupils and constructive feedback is provided to facilitate learning.

6. The teacher makes effective use of time and resources.

- a) Time is well utilised and the learning is maintained for the full time available.
- b) A good pace is maintained throughout the lesson.
- c) Good use is made of any support available
- d) Appropriate learning resources are used, including ICT, work cards, mini white boards, pictures, prompts, different sized equipment

7. Students achieve productive outcomes.

- a) Students understand what work is expected of them during the lesson.
- b) The student outcomes of the lesson are consistent with the objectives set at the beginning.
- c) Students remain fully engaged throughout the lesson and make progress in the lesson.

SCIS Lesson Observation Summary Sheet

Date:

Teacher:

Lesson:

Observer:

Development
Excellent Good Satisfactory needed

1. Effective planning was evident and clear lesson objectives were understood by pupils.

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2. The teacher showed secure subject knowledge and understanding that was presented to pupils appropriately

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3. The teaching methods used, incl. differentiation, enabled all students to learn effectively

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4. Students were well managed and high standards of behaviour insisted upon.

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5. Students' work was monitored and assessed; teacher provided feedback or helped pupils answer their own questions. AfL was in evidence

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6. The teacher made effective use of time and resources

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7. Students achieved productive outcomes

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Criteria for the Indication of the overall quality of the lesson provided to the teacher

Excellent: The vast majority of lesson foci are achieved meaning pupils made excellent progress in the lesson.

Good: The majority of lesson foci are achieved meaning pupils made good progress in the lesson.

Satisfactory*: Sufficient evidence of lesson foci being achieved; pupils made some progress in the lesson.

Below the expected standard of SCIS** – If the observer has insufficient evidence to indicate a satisfactory lesson.

*Will result in a further lesson observation to support the teacher.

** If appropriate, when seen alongside other observations and professional discussions of the teacher's overall work, may result in the teacher being placed on '*requiring extra support*'