**You MUST discuss a focus for observation in advance of the session.** The completed proforma should be held in your SPAR.

**Beginning placement** = min **2 x observations.** **Developing placement =** min **3 x observations**. **Extending placement =** min **4 x observations**.

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| **Trainee Name:** | J. Bloggs | **Setting/School:** |  University Example Primary School |
| **University Programme / Placement**  |  PGCE Primary / Beginning | **Age range:** |  KS2 Y3-4 | **No. in Group 10** |
| **Curricular Area:** |  Maths | **Observer / Role:** | Mentor | **Date: 12th October 2020** | **Time: 9:00-9:30am** |

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| **Student Focus Target: To use a range of strategies to achieve good class listening and a purposeful classroom environment: voice levels, hand signal, teacher position and praise.** |
|  **Practice Observed Today:** | **Impact on pupil progress:** | **Links to Standards:** |
| 1. **All Lesson resources and teacher resources were prepared and distributed, allowing a swift start to the lesson**
2. **Good use of raised hand and count down 3,2,1**
3. **Voice range was good today – use of loud command and a raised hand worked well**
4. **You made good use of eye contact with JB – this is a useful way of reminding her in a subtle way that you are monitoring her behavior and engagement.**
5. **Lots of verbal praise to celebrate success in behavior expectations**
 | **Children are attentive and responding to your classroom expectations from the start of the lesson.****Independently you managed the children in your group (10) allowing them to access the learning.****Praising the children allowed you to maintain your expectations and motivate them to be involved.** | **S1****S4****S7** |
| **Questions about practice observed**1. **Did you notice SG’s response to your questions about the worked calculation? What could you have done at this point?**
2. **How could you increase responses from more children when asking questions? Have you observed use of whiteboards to capture responses?**
3. **Were you happy with the time allocated to each part of your lesson? How could you move the learning on today?**
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**Page 2 to be completed in the lesson discussion following observation.**

**Effective Lessons – prompts:**

* **Task Design:** teacher instruction, engagement, pace of learning, pitch, collaboration, independent application or practice, motivation (S1, S2, S5, S4, S8)
* **Responsive teaching - AFL**: feedback / forward, questioning, challenge (S2, S6)
* **Subject knowledge** – use of specific subject vocabulary, cross-curricular links (S3)
* **Behaviour for learning**: Expectations, aspirations and relationships. (S1, S7)

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| **Agreed Strengths of Session:*** Good teacher preparation and expectations for behavior shared and monitored
* Strong relationships are established with your pupils
* Range of teacher behaviour management strategies now being utilised independently and apporpriately
 | **Impact on progress:** Most children are following your leadership, authority and expectations in order to make expected progress.Behaviour for learning is in line with school policy. | **Links to Standards**S7 b,c,d, |
| **Agreed Targets:*** Use a range of strategies to formatively assess what your children can do in your lessons and move learning on
 | **Actions to be taken:** * Prompt children to elaborate on their answers in order to explore mis-conceptions - try ‘Pose, Pause, Pounce, Bounce’ following questions, as discussed today.
* Use ‘tell me more’ or ‘how do you know’ as strategies to build on learning.
* Observe a maths session next week with Mrs J – note her questions and how her children respond to them.
* Use whiteboards to allow all children to have a go at the calculations – this will allow you to monitor success or gaps and build on what children know.
 | **Links to Standards**S6 b, c |
| Trainee Teacher’s Signature:XXXXXX | Observers’ Signature (s): XXXXXX | Date: |