**Observation form – QA3**

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| **Teacher** | **Date** | **Period** | **Class** | **Room** | | |
| **Areas for consideration:**  Challenge / Differentiation / *AfL* | | | | | | |
| **What went well?** | | | | | |  |  | | --- | --- | |  | **Areas of Focus** | | **1** | **Assessment &**  **Planning**  **TS 4 (i)-(v)** | | **2** | **Methods**  **TS 1 (i)**  **2 (ii)**  **4 (iv)(v)** | | **3** | **Progress & Challenge**  **TS 1(i)(ii)(iii)**  **2 (i)(iii)(iv)** | | **4** | **Pace**  **TS 4 (i)(iv)** | | **5** | **Literacy & Numeracy**  **TS 3 (i)(ii)(iii)**  **4 (v)** | | **6** | **Marking / Assessment of learning during lesson**  **TS 5(i)-(iv)**  **6(i) –(iv)** | | **7** | **Homework**  **TS 4(iii)** | | **8** | **Behaviour & A2L**  **TS 7 (i)-(iv)** | | |
| **Even Better If….** | | | | |
| **Conclusion** | | | | |
| **Quality of Work Sample e.g. 3-4 books (HAP, MAP, LAP & PP)**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Class:  Books: | Strength  (WWW) | Present | Area for Development (EBI) | | 1 | Quality & quantity of work |  |  |  | | 2 | Standards of presentation  incl. Work Record Cards |  |  |  | |  |  |  |  |  | | 3 | **Marking 4 - Positives**  Positive comment/s / WWW –  e.g. timely use of praise and encouragement |  |  |  | | 4 | **Marking 4 – Targets**  T – Targets set / acted upon |  |  |  | | 5 | **Marking 4 – Action**  EBI - Next steps - students acting upon  ***(blue pen editing)*** |  |  |  | | 6 | **Marking 4 - QoWC**  SPG Marking codes |  |  |  |   **Additional Comments** | | | | | |

**Learning observed by:**

**Discussed with:**

**On:**

|  |  |  |  |  |
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| **Teacher standards** | ***Guidance statements to inform dialogue*** | | | |
| **Assessment & Planning**  TS 4 (i)-(v) | Information from assessments and prior learning is used to set tasks that are perfectly matched to pupils’ learning needs | Information from assessments and prior learning is used to set tasks that are well matched to pupils’ learning needs | Information from assessments and prior learning is used to set tasks but these do not always meet the learning needs of the pupils | Information from assessments and prior learning is not used in planning. |
| **Methods**  TS 1 (i)  2 (ii)  4 (iv)(v) | Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are keen to succeed and to learn more. | Pupils find strategies and tasks interesting and enjoyable. They concentrate well and pay full attention to the teacher. | Pupils find tasks interesting. Some pay full attention to the teacher but some lose interest and need to be reminded to concentrate. | A significant number of pupils are bored by the strategies and tasks, and may become disruptive. |
| **Progress & Challenge**  TS 1(i)(ii)(iii)  2 (i)(iii)(iv) | The work is individualised. It is challenging – pupils can only succeed if they try their very best. | Tasks set at the group level. Pupils who find work too easy/difficult are given work or support so progress is not slowed. | Tasks are set at group level of similar abilities. Individuals who find work too easy/difficult are not given support so may slow or stall. | Tasks are not suitably matched to pupils’ prior attainment, so many find the work too easy/difficult. |
| **Pace**  TS 4 (i)(iv) | The lesson flows seemingly effortlessly. The management of time is exemplary and closely matched to high expectations. | Effective use of time results in numerous opportunities for learning. | Time is managed to provide sufficient opportunities for learning | Insufficient learning takes place because time is not well used. |
| **Literacy & Numeracy**  TS 3 (i)(ii)(iii)  4 (v) | Teaching of Literacy, Numeracy & ICT is highly effective, well planned and regular. This extends the pupils wider skills. | The work includes some opportunities to develop Literacy, Numeracy & ICT | Opportunities to develop Literacy, Numeracy and ICT are inconsistent over the long term. | The promotion of basic skills is ignored. |
| **Marking / assessment of learning during lesson**  TS 5(i)-(iv)  6(i) –(iv) | Misconceptions are addressed on an individual level through either written or verbal feedback. There is evidence that pupils act on the feedback. Lessons are adapted as required. | Lessons are adapted to misconceptions that are brought to light through effective marking, questioning or checking work. | Marking, feedback and In class assessment highlights general misconceptions but is not always acted upon. | Marking and feedback does not adequately support learning. The teacher does not assess understanding during the lesson. |
| **Homework**  TS 4(iii) | Homework is an integral part of the lesson, extends learning and is as important as the lesson | Homework is used effectively to extend learning | Homework is used to extend learning | Homework is not set or is seen as a bolt on with little relevance to the lesson. |
| **Behaviour & A2L**  **TS 7 (i)-(iv)** | Excellent relationships between pupils and teacher. Pupils display a real thirst for knowledge and learning | Pupils respond quickly to staff instructions and requests. Behaviour is managed well. | Relationships are positive but fragile. Frequent prompting is required to maintain discipline. Good progress is impeded. | Climate for learning is not established. Pupils disengaged with persistent low level disruption. |