**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)**

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| --- | --- | --- | --- | --- |
|  | 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:**

|  |  |
| --- | --- |
| **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. |