**ECT LESSON OBSERVATION FORM**

|  |  |  |  |
| --- | --- | --- | --- |
| **Class:** | **Teacher:** | **Date/period:** | **Observer:** |
| **Topic:** | | | |
| **Context of observation:** | | | |

|  |  |  |
| --- | --- | --- |
|  | **Sufficient evidence** | **Cause for concern** |
| **Evidence of Teaching Standards being met** |  |  |

|  |
| --- |
| **Strengths within the lesson:** |
| **Areas for development:** |

|  |  |
| --- | --- |
| **Please indicate whether the teacher is evidencing the following Standards, and if possible, provide examples** | **Evidence** |
| **1. Set high expectations which inspire, motivate and challenge pupils**   * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |  |
| **2. Promote good progress and outcomes by pupils**   * be accountable for pupils’ attainment, progress and outcomes * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these * guide pupils to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching * encourage pupils to take a responsible and conscientious attitude to their own work and study |  |
| **3.** **Demonstrate good subject and curriculum knowledge**   * have a secure knowledge of the subject and curriculum areas, foster pupils’ interest in the subject, address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas * demonstrate an understanding of and promote high standards of literacy and oracy * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |  |
| **4. Plan and teach well-structured lessons**   * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan activities to consolidate and extend the knowledge and understanding pupils have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s) |  |
| **5. Adapt teaching to respond to the strengths and needs of all pupils**   * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively * have an understanding of how a factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development * have an understanding of the needs of all pupils, including those with SEND; those of high ability; those with EAL; those with disabilities; be able to use and evaluate distinctive teaching approaches to engage and support them |  |
| **6. Make accurate and productive use of assessment**   * know and understand how to assess the relevant subject and curriculum areas * make use of formative and summative assessment to secure pupils’ progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback and encourage pupils to respond to the feedback |  |
| **7. Manage behaviour effectively to ensure a good and safe learning environment**   * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting high expectations * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * manage classes effectively, using approaches which are appropriate to pupils’ needs (praise and sanctions) in order to involve and motivate them * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |  |