**ECT LESSON OBSERVATION FORM**

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

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

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

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| **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.
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| **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
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|  **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.
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|  **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)
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| **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
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| **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
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| **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.
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