

Lesson Observation Aide Memoire and Progress Checker

	Observation 1 (Ticks)	Observation 2 (Circles)	Observation 3 (Asterisks)
Observer			
Date/Day			
Year			
Class			
Overall judgement			

1 The teacher plans effectively and sets clear objectives that are understood			
4: Inadequate	3: Satisfactory	2: Good	1 : Outstanding
a) Objectives are not communicated clearly at start of the lesson	a) Objectives are communicated at the start of the lesson with some degree of clarity	a) Objectives are communicated clearly at the start of the lesson	a) Objectives are communicated clearly at the start of the lesson The teacher establishes that the whole class understands what learning is to take place
b) Materials are ill-prepared	b) Most materials are ready	b) Materials are ready	b) Imaginative materials are ready
c) The lesson lacks structure	c) There is a generally clear structure to the lesson	c) There is a good structure to the lesson	c) There is excellent structure to the lesson
d) There is no or little reviewing at end of lesson	d) There is consideration to reviewing at the end of the lesson	d) The lesson is reviewed at the end	d) The lesson is reviewed at the end and actions resulting from this are implemented
e) No provision for those with IEPs is incorporated in the teacher's planning	e) Some provision for those with IEPs is incorporated with the teacher's planning	e) The learning needs of those with IEPs are incorporated with the teacher's planning	e) The learning needs of those with IEPs are incorporated and integrated with the teacher's planning
2 The teaching methods used enable all pupils to learn effectively, teacher shows good subject knowledge			
4: Inadequate	3: Satisfactory	2: Good	1: Outstanding
a) Teacher lacks knowledge of the subject content covered in the lesson	a) Teacher has a satisfactory knowledge of the subject content covered in the lesson	a) Teacher has a good knowledge of the subject content covered in the lesson	a) Teacher has a thorough knowledge of the subject content covered in the lesson
b) Subject material was inappropriate for the lesson	b) Subject material was generally appropriate for the lesson	b) Subject material was appropriate for the lesson	b) Subject material was clearly focused and appropriate throughout the lesson
c) Knowledge is not made relevant and interesting for pupils	c) Knowledge is sometimes made relevant and interesting for pupils	c) Knowledge is made relevant and interesting for pupils	c) Knowledge is made relevant and made very interesting for pupils through different teaching styles
d) The lesson does not link to previous teaching or learning	d) The lesson is loosely linked to previous teaching or learning	d) The lesson is linked to previous teaching or learning	d) Previous teaching or learning is highlighted and linked throughout
e) The ideas and experiences of pupils are often ignored	e) The ideas and experiences of pupils are only occasionally drawn upon	e) The ideas and experiences of pupils are drawn upon	e) The ideas and experiences of pupils are drawn upon and new threads followed
f) Activities and questioning techniques lack variety	f) The variety of activities and questioning techniques are limited	f) A variety of activities and questioning techniques is used	f) A diversity of lively activities and searching questioning techniques is used
g) Instructions and explanations are rarely clear and specific	g) Instructions and explanations are quite clear and specific	g) Instructions and explanations are clear and specific	g) Instructions and explanations are clear and specific and are checked to ensure all pupils understand
h) The teacher does not involve all pupils or listen to them and respond appropriately	h) The teacher involves most pupils, listens to them and responds appropriately	h) The teacher involves all pupils, listens to them and responds appropriately	h) The teacher involves all pupils, listens to them and responds appropriately. They prompt and encourage the most timid or disaffected pupils to want to be part of the class
i) Standards of effort, accuracy and presentation are rarely encouraged	i) Acceptable standards of effort, accuracy and presentation are encouraged	i) High standards of effort, accuracy and presentation are encouraged	i) High standards of effort, accuracy and presentation are encouraged and expected
j) Inappropriate methods of differentiation are used	j) Appropriate methods of differentiation are sometimes used	j) Appropriate methods of differentiation are used	j) Innovative methods of differentiation are used

3 Pupils are well managed and high standards of behaviour are insisted upon			
4: Inadequate	3: Satisfactory	2: Good	1: Outstanding
a) Pupils are not praised regularly for their good effort and achievement	a) Pupils are sometimes praised regularly for their good effort and achievement	a) Pupils are praised regularly for their good effort and achievement	a) Pupils strive to gain regular praise for their good effort and achievement
b) Little action is taken to address poor behaviour	b) Some action is taken to address poor behaviour	b) prompt action is taken to address poor behaviour	b) Prompt pertinent action is taken to address poor behaviour
c) There is seldom equal emphasis on the work of boys and girls, and all ability groups	c) Most pupils are treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups	c) All pupils are treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups	c) All pupils know that they are treated fairly, with an equal emphasis on all groups within the class
4 Pupils achieve productive outcomes			
4: Inadequate	3: Satisfactory	2: Good	1: Outstanding
a) There are times when the pupil is not engaged in the lesson and progress is limited	a) Pupils are engaged in the most part throughout the lesson and make satisfactory progress	a) Pupils remain fully engaged throughout the lesson and make progress in the lesson	a) Pupils constantly and constructively engaged throughout the lesson and make excellent progress in the lesson
b) Few pupils understand what work is expected of them during the lesson	b) Most pupils understand what work is expected of them during the lesson	b) Pupils understand what work is expected of them during the lesson	b) Pupils clearly understand what work is expected of them during the lesson
c) The pupil outcomes of the lesson do not match the objectives set at the beginning	c) The pupil outcomes of the lesson loosely match the objectives set at the beginning	c) The pupil outcomes of the lesson are consistent with the objectives set at the beginning	c) The pupil outcomes of the lesson are consistent with the objectives set at the beginning and the pupil is aware that they have been achieved
d) The teacher and pupils work at a pace that does not meet the needs of the whole class	d) For most of the time the teacher and pupils work at a good pace	d) The teacher and pupils work at a good pace	d) The teacher and pupils work at a good pace that is adjusted to meet the needs of individuals
5 The teacher makes effective use of time and resources			
4: Inadequate	3: Satisfactory	2: Good	1: Outstanding
a) Time is poorly utilised and the learning is not maintained throughout the lesson	a) Time is utilised in a satisfactory way and the learning is maintained for most of the time available	a) Time is well utilised and the learning is maintained for the full time available	a) Time is effectively utilised and the learning is maintained for the full time available and beyond
b) An erratic pace is maintained throughout the lesson	b) A satisfactory pace is maintained throughout the lesson	b) A good pace is maintained throughout the lesson	b) An excellent pace is maintained throughout the lesson that is adjusted to meet all needs
c) Any support available is under used or not used effectively eg learning assistants and older pupils	c) Fair use is made of any support available eg learning assistants and older pupils	c) Good use is made of any support available eg learning assistants and older pupils	c) Effective use is made of any support available eg learning assistants and older pupils with these people feeling fully valued
d) Few or inappropriate learning resources are used. eg ICT	d) Some appropriate learning resources are used. eg ICT	d) Appropriate learning resources are used. eg ICT	d) Innovative and well-selected learning resources are used. eg ICT
6 Pupils' work is assessed thoroughly			
4: Inadequate	3: Satisfactory	2: Good	1: Outstanding
a) The teacher needs support to assess pupil understanding through objective questions	a) Pupil understanding is tentatively assessed throughout the lesson by the use of the teacher's questions	a) Pupil understanding is assessed throughout the lesson by the use of the teacher's questions	a) Pupil understanding is continually assessed throughout the lesson by the use of the objective teacher's questions
b) Mistakes and misconceptions are not recognised by the teacher and used constructively to facilitate learning	b) Mistakes and misconceptions may be recognised by the teacher and sometimes used constructively to facilitate learning	b) Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning	b) Mistakes and misconceptions are quickly recognised by the teacher and used constructively and objectively to facilitate learning
c) The teacher needs support using methods to assess pupils' written work	c) Pupils' written work is assessed fairly regularly	c) Pupils' written work is assessed regularly and accurately	c) Pupils' written work is objectively and constructively assessed regularly