

LESSON OBSERVATION GUIDANCE

Focus area	'Secure' might look like ¹	Could be seen through...
Progress Are students making progress in their learning?	<ul style="list-style-type: none"> - students' understanding is developed through effective use of lesson time - students are guided to reflect on the progress they have made - students can articulate what they are learning/doing and why 	Student voice – do they know what they are doing? What have they learned so far? Books/work – do they show development of knowledge/skill?
Knowledge Does the teacher demonstrate secure subject & pedagogical knowledge?	<ul style="list-style-type: none"> - knowledge and understanding of how students learn and how this impacts on teaching - teachers have secure knowledge of the relevant subject area, foster and maintain students' interest in the subject, and address misunderstandings. - home learning/independent study activities consolidate and extend the knowledge and understanding students have acquired 	Lesson planning – do planned activities allow students to demonstrate and develop their skills/learning? Teacher behaviour – confident delivery of subject matter.
Challenge Are students appropriately challenged (and supported) in all aspects of their learning?	<ul style="list-style-type: none"> - learning goals/aims/objectives stretch and challenge students of all backgrounds, abilities and dispositions - appropriate differentiation, using approaches which enable students to be taught effectively - secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these - clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities - promotion of high standards of literacy, articulacy and the correct use of standard English 	Books/work – students working at greater depth or supported to access challenging content. High standards? Lesson planning – different needs recognised and planned for. Seating plans – information about needs. Student voice – is this making you think?
Engagement Are students engaged with their learning in a positive environment?	<ul style="list-style-type: none"> - the positive attitudes, values and behaviour expected of students are modelled consistently - a safe and stimulating environment for students, rooted in mutual respect - students encouraged to take a responsible and conscientious attitude to their own work and learning - clear rules and routines for managing behaviour and rewards/praise in classrooms in accordance with TWHS behaviour policy 	Students' behaviour/attitudes to learning – are they <u>engaged</u> with their learning? Teacher behaviour – high expectations, praise, appropriate strategies. Books/work – motivational feedback?
Assessment Is teaching and learning underpinned by robust assessment?	<ul style="list-style-type: none"> - awareness of students' capabilities and their prior knowledge, and plan teaching to build on these - teachers know and understand how to assess the relevant subject area - formative and summative assessment used to secure students' progress - relevant data used to monitor progress, set targets, and plan subsequent lessons - students receive regular, meaningful feedback, both orally and through accurate marking in accordance with TWHS marking policy 	Teacher questioning – used to assess understanding/misconceptions as well as prompt thinking. Verbal feedback – meaningful and acted upon? Marking – formative & summative



Focus areas will be designated as '**Exceeding**', '**Secure**' or '**Developing**' based on what the observer sees in the lesson. The emphasis is on **typicality** in the classroom, observers want to see how lessons typically are. The expectation is that most areas/lessons seen will be '**Secure**', with areas of exceptional practice '**Exceeding**'. Areas not yet secure will be designated '**Developing**'.

¹ Adapted from the Department for Education's *Teachers' Standards* (2012) <https://www.gov.uk/government/publications/teachers-standards>