

SUCCESSFUL LESSON OBSERVATION

It is vital that your observation of lessons is constructive and informative. The headings and questions outlined below are provided to facilitate effective focus on key areas of a successful lesson. You might focus on only 2 or 3 different aspects in each lesson but should have covered all aspects by the end of this phase of your training.

CLASSROOM MANAGEMENT

a. START OF LESSONS

- How do students line up?
- How do students enter the classroom?
- How does the class teacher greet students?
- How does the teacher deal with individual students regarding issues such as uniform, equipment and punctuality?
- How does the class teacher recap on/link to previous work and establish objectives for this lesson?

b. END OF LESSONS

- When and how is homework given?
- When and how are resources collected?
- When and how are students asked to pack away?
- How are students dismissed?
- How does the class teacher deal with individual students regarding issues which have arisen during the course of the lesson?
- How does the class teacher conduct the plenary (review and summary of lesson)?
- How does the class teacher review student achievements (positive/negative)?

c. VIGILANCE DURING LESSON

- How does the class teacher identify students who are off task?
- How does the class teacher respond to students who are off task?
- Why does the class teacher reprimand individual students/the whole class? How does the class teacher reprimand individual students/whole class? (e.g. school's sanctions policy enforced).
- How does the class teacher circulate in the classroom?
- How does the teacher use non-verbal methods to discipline during the lesson?

TEACHING AND LEARNING

d. EXPECTATIONS

- How does the class teacher set expectations for the lesson/task?
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How does the class teacher reinforce expectations during the lesson? How does the class teacher make it clear what is to be achieved and within what time frame?

- How does the class teacher respond when expectations are met/not met?

e. QUESTIONING

- How is questioning used to facilitate the following?
 - ⇒ Promoting recall of previous work
 - ⇒ Eliciting knowledge
 - ⇒ Moving on learning (more challenging/open ended questions)
 - ⇒ Checking and clarifying new learning
 - ⇒ Ensuring involvement of all students
- Is there a difference in the 'wait time' for answers to different kinds of questions?
 - When are students prompted and how?
 - How does the class teacher deal with correct/wrong answers?

f. ABILITY RANGES

- How are lower ability students supported?
- How are high ability students extended?

g. INFORMATION GIVING

- How is repetition used? (E.g. key points/ vocabulary, concepts).
- Is pace related to the level of difficulty of the ideas?
- How are instructions given and how does the class teacher check understanding of the instructions?

h. ASSESSMENT

- What opportunities does the class teacher take within the structure of the lesson to monitor students' performance and progress so that assessment, formal or informal, can take place?
- Does the class teacher make reference at any point to methods of formative assessment?

i. PACE

- What different types of activities are used during the lesson structure? (e.g. individual, pair, group, written, speaking and listening).
- Why are the different activities used in the order they are?
- How do the different activities affect the pace of the lesson?

CROSS-CURRICULAR

- What opportunities does the class teacher take within the structure, aims and objectives of the lesson to develop pupils' literacy skills?

- What opportunities does the class teacher take within the structure of the lesson, the structure, aims and objectives of the lesson to develop pupils' numeracy skills?
- Is there any other evidence of cross-curricular links i.e. links with other subjects, links with Social, Moral, Spiritual and Cultural education, (SMSC) including the PREVENT agenda.