



Woodcote Lesson Observation

Teacher:

Observer:

Lesson:

Date:

Focus:

	4	3	2	1
Subject knowledge & enthusiasm	<p>Subject knowledge is inadequate</p> <p>Expectations of students is inadequate No students are engaged, encouraged or enthused</p>	<p>Subject knowledge is satisfactory</p> <p>Expectations of students is satisfactory Some students are engaged, encouraged or enthused</p>	<p>Subject knowledge is good and delivered with confidence</p> <p>Expectations of students is good Most students are challenged, engaged, encouraged and enthused</p>	<p>Subject knowledge is outstanding and delivered with enthusiasm</p> <p>Promote high level thinking amongst students Expectations of students is outstanding All students are extended, enthused and inspired</p>
Comment				Grade: 4 3 2 1
Planning & Differentiation	<p>Planning is weak</p> <p>Work is not appropriately set and level of challenge is incorrectly set for most students</p> <p>Work is not personalised or differentiated for students' needs</p>	<p>Planning is satisfactory</p> <p>LO's and outcomes are identified Work is appropriately pitched and level of challenge is sufficiently set for some students</p> <p>Work is differentiated for SEN and G&T</p>	<p>Planning is good</p> <p>LO's and outcomes are identified Work is well pitched and level of challenge stretches most students without inhibiting</p> <p>Work is well differentiated based on SEN and G&T diagnosis</p>	<p>Planning is effective and supports independent learning</p> <p>LO's and outcomes are identified Work is very well pitched and is suitably challenging all students</p> <p>Work is fully differentiated to all students</p>
Comment				Grade: 4 3 2 1
Assessment for Learning	<p>Students do not know their current levels/grades</p> <p>Students do not know how to improve</p> <p>Assessment is not frequent or accurate enough to monitor or inform students' progress</p> <p>Assessment data is not used to set targets, track progress or inform future planning</p> <p>Teacher does not have a clear understanding of students' needs</p>	<p>Some Students know their current levels/grades</p> <p>Some students know how to improve</p> <p>Assessment is frequent or accurate enough to monitor or inform students' progress</p> <p>Assessment data is sometimes used for target setting, to track student progress and future planning</p> <p>Teacher has a clear understanding of students' needs</p>	<p>Most Students know their current levels/grades</p> <p>Most students know how to improve</p> <p>Assessment is frequent and accurate enough to monitor or inform students' progress</p> <p>Assessment data is used for target setting, to track student progress and future planning</p> <p>Teacher has a good understanding of students' needs</p>	<p>All Students know their current levels/grades</p> <p>All Students confidently state what they have to do to improve</p> <p>Thorough accurate assessment ensures that students progress</p> <p>Assessment data is effectively used for target setting, to track student progress and future planning</p> <p>Teacher has an excellent diagnosis of students' needs</p>
Comment				Grade: 4 3 2 1

Progress	Students do not make adequate progress Learning outcomes are not achieved Learning objectives are not achieved	Most students make satisfactory progress Some learning outcomes are achieved Some students achieve the learning objectives	Most students make good progress Most learning outcomes are achieved Most students achieve the learning objectives	All students make excellent progress All learning outcomes are achieved All students achieve the learning objectives
	Students demonstrate a poor attitude towards their work Teacher has poor expectations of the quality and quantity of students' work	Students demonstrate a satisfactory attitude to their work Teacher has satisfactory expectations of the quality or quantity of students' work	Students demonstrate a good attitude to their work Teacher has good expectations of the quality and quantity of students' work	Students demonstrate an excellent attitude to their work Teacher has high expectations of the quality and quantity of students' work Students support each other collaboratively
Comment				Grade: 4 3 2 1

Attitude to learning	Students' attitude to learning is poor and behaviour is often inappropriate Behaviour procedures and classroom management is ineffective	Students' attitude to learning is satisfactory and behaviour is often appropriate Behaviour procedures and classroom management is effective for most students	Students' attitude to learning is good and behave well Behaviour procedures and classroom management is effective for all students	Students' attitude to learning is outstanding and behaviour is excellent Behaviour procedures and classroom management are employed with skill and impact
	Expectations of behaviour and learning are inconsistent or inappropriate	Expectations of behaviour and learning are satisfactory	Expectations of behaviour and learning are good	High expectations of behaviour and learning are evident
Comment				Grade: 4 3 2 1

Learning environment	The classroom is untidy and cluttered The displays are not interesting nor informative	The classroom is relatively tidy although there is some clutter Some displays are interesting and informative	The classroom is tidy and clutter free High quality displays are interesting and informative	The classroom is welcoming and respected by the students High quality displays provide a stimulating and informative learning environment
	There are no resources to encourage independent learning	There are some resources that help independent learning	Resources are up-to-date and promote independent learning	Resources are up-to-date and facilitate independent learning
Comment				Grade: 4 3 2 1

Strengths	Area for development
1	1
2	2

Comments

Observer's signature: _____
Teacher's signature: _____

Date: _____
Date: _____

	Grade
Subject knowledge & enthusiasm	
Planning and differentiation	
Assessment for learning	
Progress	
Attitude to learning	
Learning environment	
Overall grade	