# Swift Teacher Training | Lesson Observation of Expert Colleagues

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|---|---|---|---|
| Teacher | | Subject / Key Stage | |
| Teaching group | | Lesson Topic Focus | |
| Time | | Date | |
| Focus of observation | | | |
| Lesson objective(s) | | | |

| Managing Behaviour and High Expectations | Pedagogy How Pupils Learn Classroom Practices Adaptive teaching | Curriculum | Assessment | Professional Behaviours |
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| What does the teacher want the pupils to remember at the end of the lesson? | Subject knowledge required for teaching the lesson |
| Teaching: How is the teaching using effective pedagogical strategies to introduce and scaffold new concepts / meet the lesson objective. | Learning: What new knowledge or skills are the pupils developing during the lesson? How does the teacher know what progress is being made by all pupils? |
| Classroom management: What does the teacher do to manage behaviour positively? | |
| What theories of teaching and learning are evident in this lesson that you have been learning about in the Provider-Led and Subject Knowledge sessions? | |

## Short Placement | Suggested Areas for Observation (this list is not exhaustive)

| Teacher Actions | Pupil Actions |
|---|---|
| **Teaching:** What tasks have been set, how are they set-up, how much time is provided? | **Learning:** What new knowledge or skills are the pupils developing during the lesson? How does the teacher know what progress is being made by all pupils? |
| **Classroom management:** What does the teacher do to manage behaviour positively? How are resources distributed and collected? | **Classroom management:**<br>How are the students engaging with the task?<br>Are they on or off-task?<br>What is contributing to the engagement/lack of engagement?<br>What knowledge are the students collecting? What skills are the students engaging with? |
| **Teaching:** What explicit and implicit instructions does the teacher use? | How do pupils respond to these Teacher Actions? |
| **Classroom management:** How does the teacher use praise and other positive language? How does the teacher use pupils' names? How does the teacher use sanctions? | |
| **Classroom management:** Sketch the layout of the room, noting where the pupils sit. | |
| **Teaching:** Make a note of any questions the teacher uses about subject knowledge. | |
| **Classroom management:** How does the teacher use questioning to manage behaviour? | |
| **Teaching:** How does the teacher introduce new concepts or knowledge? | |
| **Teaching:** Make a note of how the teacher gets the pupils into the classroom, how they move from one activity to another, and how they get the pupils to leave the lesson at the end. | |
| **Classroom management:** How does the teacher indicate that they are ready to move the learning on? | |
| **How Pupils Learn:** How does the teacher provide opportunities for retrieval practice? | |