Observation of student teaching form

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| Student: | Observer: |
| Class and Lesson: | Date: |

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|   | Satisfactory | Unsatisfactory-(student’s practice is detrimental to pupils’ learning) | Cause for concern -Please note details below and discuss with the mentor. The mentor is asked to contact the University-based tutor immediately a cause for concern is identified. |
| **Planning (Lesson plan) 2.1, 3.1.1** (Coherent; progressive; engaging; knowledge of CfE, including literacy, numeracy, digital literacy; meeting pupils’ needs)  |   |   |     |
| **Pedagogical Approach 3.1.2** (Effective teaching strategies; appropriate pitch; explanations; questioning; pace of lesson)  |   |   |     |
| **Use of Resources 3.1.2, 3.1.3** (Board work; effective use of physical, digital and human resources)  |   |   |     |
| **Engaging and Valuing Learners 3.1.1, 3.2.2** (Rapport; presence; managing whole class, group and individual work; valuing all learners; actively engaging all learners; fair, consistent and effective application of positive behaviour management strategies)  |   |   |     |
| **Assessment and Feedback 3.1.4** (Well-chosen assessment approach(es); providing purposeful feedback; analysing assessment information and using it to support and enhance learning)  |   |   |     |
| **Working with Others 3.1.3** (Working with class teacher, learning support, classroom assistants, and the wider school community, etc.)  |   |   |     |
| **Reflection 3.3.2** (Realistic self-assessment, taking account of feedback)  |   |   |      |
| **Professional Values and Commitment 1.1, 1.2** (Well-prepared for lesson; plan shared with mentor in advance; commitment to self-improvement)  |   |   |     |
| **Was the lesson plan shared with the teacher/observer in appropriate advance of the lesson?**  | Yes/No  | *Please circle as appropriate*  |

**To be completed by the observer**

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| Comments and advice |
| Suggested next steps and development targets |

NB: It may not be possible (or necessary) to report on all the areas above.

**If an area(s) is identified as ‘unsatisfactory’, it is imperative that the student receives formative feedback to assist in addressing area in which practice is falling short of a satisfactory level at the point of observation.**