

Subject Leadership

Monitoring Proformas

Lesson Observation Form

Name _____

Date _____

Lesson Focus _____

Lesson Objective _____

Focus Area	Y/N	Comment
Starts/finishes on time in good order		
Clear 3 part lesson		
Well prepared/planned		
Under control		
Lesson objectives met		
Teaching style meets pupils needs		
Every pupil involved		
Looks ahead to next lesson		
Pupil interest maintained		
Part of a balanced weeks curriculum		
Is based on the NC but allows for individual need		
Progression ensured		
Well resourced		
Good role modelling demonstrated		
Consistent approach		
Good Subject Knowledge		
Cross curricular aspects included		
Transfer of learning to reality		
Differentiation where appropriate		
Use of available resources		
Organisation of resources		
Use of Voice		
Flexible response to situations		
Role of GTA/other adults		
Group Dynamics/organisation		
Use of praise		
Relationships with pupils		
Questioning techniques		
Monitoring Progress		
Managing disruption		
Pupil response		
Management of IEPs		

Summary of Lesson Observation

Action Points

1

2

3

Date

Review Date:

Signed:

Teacher

Headteacher

Monitoring of Attainment

Evidence for this should include:

- Lesson observation on agreed focus areas
- Scrutiny of Medium and Short Term (lesson) planning
- Scrutiny of Pupils Work
- Discussions with Pupils about their work

Pupils' knowledge of Subject, their skill levels and their understanding of the current task

Focus	Always	Usually	Sometimes	Never
Are the pupils able to find things out independently of the teacher's direct supervision?				
Are the pupils able to develop their ideas?				
Are the pupils able to draft and develop their work over time?				
Are the pupils able to share and exchange information with other pupils/teacher?				
Do the pupils effectively make decisions about their use of ICT i.e. When, where and what to use?				
Does the medium term planning meet the National Curriculum requirements of the Programme of Study?				
Is the lesson planning in line to deliver the scheme of work and programme of study?				
Are the lessons planned well delivered (lesson observation)?				
Are the outcomes in terms of pupils work, in line with what the teacher plans to deliver (Scrutiny of work)?				
Are the pupils able to describe the current activity and explain what and why they are learning about? (Discussion with pupils)				
Do the children enjoy the subject?				
When used in the subject, does ICT enhance the work in that subject?				

Questions to ask when sampling Teachers' Planning

Key Questions	Always	Usually	Sometimes	Never
Is the Medium-term Planning linked to the NC Scheme of Work?				
Does the Short - term planning seek to deliver the Medium - term planning?				
Is the agreed planning proforma being used?				
Are the learning objectives clearly stated?				
Are the learning objectives relevant?				
Do the plans show clearly how the learning objectives will be delivered?				
Are the planned activities clearly matched to the learning objective?				
Is there differentiation built into the activities?				
Are assessment opportunities and/or key questions clearly stated?				
Are the resources appropriate to the planned delivery?				
Does the planning build on previous experience?				
Does the planning identify equal-access issues to be managed?				
To what extent does the planning incorporate cross-curricular learning opportunities?				
Are Plenary Sessions included in planning?				
Are issues surrounding SEN IEPs and additional support/other adults addressed in planning?				

Questions to ask when Sampling Children's work

Year / Class	Pupils Sampled			
Key Questions	Always	Usually	Sometimes	Never
Are the children working at a NC level appropriate to their age/ability?				
Does their work reflect the full breadth of the Programmes of Study?				
Is the work set challenging them?				
Is there a wide range of Subjects skills and knowledge shown within the sample?				
Is there evidence of continuity and progression across Year Groups and Key Stages?				
Is there evidence of parity/disparity of attainment within parallel classes in Year Groups?				
Are clearly defined objectives evident/reflected within the work?				
Is there evidence of extension activities providing higher order subject skills?				
Is there evidence that children have used ICT applications/software as identified within the planned scheme of work?				
Does the work show opportunities for children to develop redraft and modify their work?				
Is there a clear statement regarding context of the work, including the support of adults if relevant?				
Is the work annotated/marked/commented on? Has the pupil been encouraged to join in any feedback? Is there appropriate terminology being used with such feedback?				
Is the feedback constructive? Does it involve targets being set?				
Is the cross curricular nature of tasks clearly evident?				
Is there evidence that ICT is involved in the learning process of the subjects?				
Is there progression in the way the subject is developed?				
Is attainment consistent for the whole Programme of Study				

Questions to ask when monitoring displays across the school.

Ask the Question				
	Always	Usually	Sometimes	Never
Is there is a level of pupil involvement in the work on display?				
Do the displays clearly demonstrate the children's involvement?				
To what extent have the pupils be in charge of the learning process and how much does the work displayed rely on ready made/ computer/electronic resources?				
Do the displays show pupils' skills, knowledge and understanding.				
Do the displays enhance and reinforce the learning opportunities?				
Does it show ICT has been used to support and develop subject learning?				
Does the display promote high expectations of pupils' achievement?				
Does the displays illustrate to pupils why work is considered good (e.g. a label saying "this is Level 4 work because....")				
Do some of the displays promote further learning for pupils, setting further challenges as well as celebrating good work?				
Do displays throughout the school show progression, increasing expectations and processes for pupils?				

Questions to ask when Interviewing Pupils

Year / Class	Pupils Sampled			
Key Questions	Always	Usually	Sometimes	Never
Do they know what the teacher expects them to do?				
Do they use correct terminology for different subjects?				
Do they know what to do if they do not understand the work?				
Have they used a range of applications and uses of ICT within school?				
Have they been involved in developing and modifying their work following comments from the teacher?				
Have they had opportunities to work independently on significant tasks?				
Have they used ICT to support their subject learning?				
Have they been involved in evaluating their work?				
Are they aware of how access to resources?				