

## Lesson Observation-Guidance

### Planning a Lesson Observation

- Agree the focus of the lesson observation
- Agree the time and duration of the observation
- Agree the information that will be required by the observer prior to the observation
  - short term planning/lesson notes
  - medium term planning
  - copies of worksheets/texts
- Agree when feedback will be given....give yourself time to reflect before feeding back but do it as soon as possible after the lesson.

### Conducting the Lesson observation

- Arrive and leave on time
- Look at what the children are doing and how they are responding:
  - Are they engaged, attentive, interested?
  - Are they having fun?
  - Are they thinking, learning, excited?
  - Are they challenged but not inhibited?
- Consider how the teacher interacts with the pupils:
  - Do pupils have chance to contribute to the lesson?
  - Is questioning used effectively?
- Take notes during the observation, recording the “cause and effect” of the impact of teaching:
  - “This happened .....because.....”
  - “Pupils concentrated well because the pace of the lesson was well-matched to level of understanding.”
  - “The carefully differentiated work ensured all children were able to make good progress....” and give an example
  - “The children’s behaviour deteriorated because the worksheets were not sufficiently challenging.”
  - “ The TAs questions helped the least able group think about what would happen when they added the water and as a result .....”
- Look at the range and balance of activities:
  - Are the activities differentiated?
  - Is there sufficient challenge for all pupils?
  - How well is TA and other adult support used?
  - Are the resources appropriate and sufficient?
  - Is ICT used effectively?
  - What opportunities are there for developing maths and literacy skills?
- Look at the quality, range and purpose of the pupils’ work
- Talk to pupils – check their understanding of the concepts being taught and ask them what they think about their lessons!

## After the Lesson Observation

- Give feedback – see below
- Agree during feedback what will be recorded on the school's proforma and what will happen to this information.
- Agree who will be informed of the judgements/comments made about the lesson observation and how this information will be used.
- If areas for improvement are identified, ensure advice and support is made available to the individual concerned.

## Giving feedback after a lesson observation

### *Purposes of post observation feedback*

- To acknowledge strengths
- To develop confidence
- To note areas for improvement
- To offer advice and possibly further support/training
- To explore and offer strategies and alternatives
- To encourage self reflection

### *Giving feedback*

Give yourself time to reflect on the lesson before you give feedback, so you can:

- Be explicit and specific
- Start with the positive
- Be evaluative rather than descriptive
- Focus on actions that can be changed
- Choose aspects that are most important and limit yourself to those
- Ask questions
- Think what it says about you

### **Good questions get good answers**

### *Giving feedback in 'challenging' circumstances*

- Try to preface with something positive
- Be as specific as possible
- Always check understanding
- Ask whether he or she agrees or not
- Ask if he or she can think of anything that could be done differently
- Summarise

### *Possible questions to ask during any feedback*

- What specifically made you pleased with that ....?
- What did you notice about ....?
- Was that what you expected?
- How could that be improved?
- Do you think the children on green table understood the task/made progress/worked as well as they could ....?
- How do you think your questioning went?