**Our key priority is to evaluate the impact of teaching on pupils’ learning and guide the trainee as to how this can be further improved. Please ensure a focus on feedback in the SUBJECT being taught.**

**The Lesson Analysis (page 1) is divided into five aspects which relate to a cluster of standards. Some guidance as to the factors which might be considered for each aspect is given here:**

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| **Classroom environment with high expectations, including of behaviour (S1, S7 and S8)** |
| ***Is the environment created conducive to learning with high expectations for all and a culture of respect and trust?***  ***Are appropriately chosen strategies used which create a positive and purposeful atmosphere?***  ***Are good relationships evident and explicitly modelled? Does the trainee respond quickly to any behaviour or bullying that threatens emotional safety***  ***Are pupils taught how to behave well and achieve their best? Is the school policy used consistently to positive effect?***  ***Are instances of disruption handled well?*** |
| **Lesson design and delivery, including sequencing and choice of teaching methods (S2, S4):** |
| ***Are the planned objectives clear and appropriate? Are there high expectations of developing pupils’ knowledge and progress?***  ***Is the lesson designed appropriately to meet the Curriculum SUBJECT content? Do the pedagogical choices made align with the subject content?***  ***Does teacher input make effective use of modelling and explanation? Effectively balancing exposition, repetition, practice and retrieval of critical knowledge and skills, as appropriate to the pupil’s prior knowledge and stage of development?***  ***Are activities appropriately sequenced and planned over time, linking prior learning with future progress.*** |
| **Adapting planning and teaching to ensure that individual needs are met (S4,S5):** |
| ***Is the work appropriate and challenging enough for all pupils?***  ***Do the resources used meet the needs of all the learners in the class?***  ***Are explanations re-phrased when necessary? Is appropriate scaffolding used?***  ***Does the trainee intervene to support individuals/groups of pupils when necessary? Are any barriers to learning addressed?***  ***Do the pupils with specific learning needs receive timely support?***  ***Are a range of approaches planned for and used when necessary to ensure that all pupils make progress?*** |
| **Pupil progress in this lesson and use of assessment (including questioning) (S6):** |
| ***Does the trainee systematically check the pupils’ learning?***  ***Does the trainee adapt the lesson in response to assessing learning and/or children’s questions?***  ***Do the pupils know how well they are doing and how to improve?***  ***How well are questioning and discussion used to assess and promote learning?***  ***Do questions tease out pupils’ understanding of their knowledge and develop it further?***  ***Are activities well matched to pupils’ prior learning and understanding? Is learning reviewed with the pupils in order to set future targets?*** |
| **Comments on Trainee’s Subject Knowledge and Pedagogy (S3): (as appropriate to age and context, so areas of learning in EYFS for example)** |
| ***Does the trainee demonstrate high levels of subject knowledge and expertise? Have they mastered the lesson content? Are they able to deconstruct the subject knowledge and make it accessible to learners?***  ***Are subject knowledge considerations clearly used in lesson planning and resource and activity design?***  ***Are they able to identify any personal gaps in knowledge and provide strategies for addressing them?***  ***Are pupil questions confidently answered and key subject concepts clearly explained and modelled?***  ***Are subject misconceptions anticipated and addressed confidently?***  ***Is curriculum knowledge secure and ambitious?***  ***If teaching Phonics and Early reading, do they demonstrate a clear understanding of systematic synthetic phonics*** |

**This page provides further guidance and exemplification for page 1 of the form. Page 2 is available for notes prior to summarising the key issues. It should be easy to identify the SUBJECT content of the lesson from mentor the comments given.**

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| **Trainee:** | **School:** | **ITT Mentor/Liaison Tutor:** | **Phase:**  **Term (for Salaried):** | **Date:** |
| **Teaching Group:** | **Subject/Topic:** | **Key focus for observation identified by the trainee** (linked to previous weekly targets and relevant standards):  ***An agreed focus is helpful to monitor the trainee’s success in achieving previously agreed targets.*** | | |
| **Classroom environment with high expectations, including of behaviour (S1, S7 and S8)** | | | | |
| **What’s going well for the learners?**  ***This section enables observers to evaluate the extent to which this aspect of the lesson has had a positive impact on pupil learning in this SUBJECT. It is useful to see this as a series of statements which summarise cause and effect.*** *For example:*  *Because you managed the start of the lesson effectively, learning was purposeful from the outset.*  *Your expectations for the group work were not sufficiently clear, pupils were off task and this undermined the intended learning of xxxx.*  *Because xxx’s behaviour was not addressed early, he became increasingly off task.* | | **Next steps:**  ***This section enables observers to highlight key areas for consideration in order to improve learning. These might sometimes be expressed as questions and should be discussed in verbal feedback.*** *For example:*  *How can you ensure that the end of the lesson is as purposeful as your excellent management of the start?*  *Was groupwork an appropriate strategy? If so, strategies need to be taught to ensure it is purposeful.*  *What prevented you from implementing the School Behaviour policy with xxxxx at an earlier stage? How could the TA support you with Xxxxx?* | | |
| **Lesson design and delivery, including sequencing and choice of teaching methods (S2, S4)** | | | | |
| **What’s going well for the learners?**  *Systematic use of the technical language identified in your planning embedded most key terms in the children’s vocabulary and enabled them to use these int subsequent talk-based tasks and/or writing.*  *Because your planning successfully built on prior learning and you sequenced activities carefully, in incremental steps, most pupils achieved your intended learning* | | **Next steps:**  *Did the SEND children fully understand the concept of xxxx? There seemed to be some misconceptions apparent in their answers. How might you have explained this more effectively and what additional resources might have helped them to make greater progress?* | | |
| **Adapting planning and teaching to ensure that individual needs are met (S4,S5)** | | | | |
| **What’s going well for the learners?**  *Because of very effective modelling, all learners were able to follow instructions and move swiftly onto the written task.*  *Because the task was very prescriptive, some learners were not sufficiently challenged; they finished early but were not provided with further work.*  *Xxxx found the task impossible to access and did not learn effectively because his specific needs had not been met.* | | **Next Steps:**  *How could you have extended higher attaining learners? Would a more open-ended task have been more appropriate*  *You must ensure that xxxx has the support he needs. Please speak with his LSA to understand his needs more effectively.* | | |
| **Pupil progress in this lesson and use of assessment (including questioning) (S6):** | | | | |
| **What’s going well for the learners?**  *Your questions challenged and targeted specific children and you reiterated what children suggested and built on their responses justifying why you accepted or rejected their answers; this ensured learning of key concepts was consolidated.*  *Because of good use of the review after the group work, the class maintained a clear focus on the learning intentions and were fully aware of their progress.* | | **Next Steps:**  *Several opportunities were given to individuals to give further explanation and to select and articulate the evidence to support their views – could examples of this been demonstrated earlier in the lesson?*  *Consider other ways to target children to enter into class discussion- let’s talk about this at our weekly meeting.* | | |
| **Comments on Trainee’s Subject Knowledge and Pedagogy (S3): (as appropriate to age and context, so areas of learning in EYFS for example)** | | | | |
| **What’s going well for the learners?**  *Your confident understanding of the subject, led to clear explanations and anticipation of areas of difficulty, this meant that most learners were confident in developing their knowledge of this new concept.*  *Because phonemes were not always articulated correctly you did not always provide an appropriate model for the children* | | **Next steps:**  *Work in books showed a few misconceptions. Let’s discuss how to address these in the next lesson you plan for this group.*  *You need to improve your articulation of key phonemes* *What could you do?* | | |
| **Areas for discussion at the weekly meeting:** | | | | |
| **Overall strengths of the lesson** (with a focus on learning in this curriculum area/subject)  *This should summarise key strengths which had a positive impact on learning in this curriculum area.*  *For example:*  *Strong understanding and research of subject content, with good use of examples to support understanding.*  *Carefully sequenced teacher exposition with clear explanations of key concepts.*  *Clear modelling and explanations before pupils moved on to independent work so that learners knew exactly what they had to do.*  *Consistent use of preventative and re-orientation behaviour management tactics* | | **Key areas for development: To further improve you could:** (with a focus on **learning** in this **curriculum area/subject)**  *This should summarise specific areas for development which will contribute to prioritising the targets agreed at the weekly meeting.*  *For example:*  *Spend more time in your preparation on your own subject knowledge, ttrying to anticipate misconceptions and predict pupil questions. Some of the points pupils raised you seemed to be unsure about.*  *Ensure sufficient time for a final review of learning at the end of the lesson, so that pupils know how much knowledge they have achieved and what the next steps will be.*  *Make more timely and effective interventions to maintain good behaviour from the lesson start rather than giving too many chances. More settling, recap activities may be needed at the beginning of next lesson?* | | |

**\*Points raised should be used to inform targets set at the weekly meeting.**

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| **(Page 2) Notes:**  **(Evidence to inform evaluative comments)**  *Many ITT Mentors find it useful to jot notes from observation of what is going on, in the order in which things happen. This is a useful* ***preliminary*** *process before proceeding to an analysis on the first page.* | |
| **ITT/Professional Mentor/Liaison Tutor Signature:**  (Please indicate if this was a co-observation) | **Trainee’s Signature:** |
| **Date:** | **Date:** |

**NB: Trainee to copy completed Lesson Analysis Form for the ITT/Professional Mentor.**

**Trainee to keep the Lesson Analysis Booklet in the QTS Training File.**