**Sample Observation of Learning and Teaching**

**pro forma samples**

Postgraduate Secondary Programmes

2014/2015

Liverpool John Moores University



Observation Record 1: **Lesson Structure**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject:** |  | **School:**  |  |
| **Year:**  |  | **Date:** |  | **Classroom:** |  |

|  |  |
| --- | --- |
| **Time** | **Activity** |
| *Start-of-lesson (or pre-lesson) routines* |
|  |  |
| *Starter (and Introductory) activities* |
|  |  |
| *Main activities (including episodes and mini-plenary activities)* |
|  |  |
| *Plenary (and Concluding) Activities* |
|  |  |
| *End-of-lesson routines* |
|  |  |

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Observation Record 2: **Examples of pedagogy**

This pro forma could be used to record observations across a number of lessons, making notes on instances of different pedagogical approaches that your see.

|  |  |  |
| --- | --- | --- |
| **Area** | **Description** | **When** (date/time/lesson) |
| Starter |  |  |
| Plenary |  |  |
| Teacher questioning |  |  |
| Teacher modelling, demonstration and/or explanation |  |  |
| Groupwork and pupil dialogue |  |  |
| Independent learning |  |  |
| Homework |  |  |
| Behaviour management – including use of rewards and sanctions.  |  |  |
| Literacy |  |  |
| Numeracy |  |  |

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Observation Record 3.1: **Timed interval observation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name |  | Route |  | School |  |
| Subject |  | Year |  | Date |  |
| **Notes about class/group/individual to be observed:** |
|  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Interval**  | **Time (min)** |  |  |  |  |  |  |  |  | Use the columns on the left to identify specific activities (see below) to be observed over the lesson. Be clear about the whether you are observing the teacher, the class, a group(s) or individual(s) – and record the details above. Decide on how you will ‘code’ observations – i.e. 🗸/🗴, 1/0 etc. |
| **Comments** |
| 1 |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |
| 16 |  |  |  |  |  |  |  |  |  |  |
| 17 |  |  |  |  |  |  |  |  |  |  |
| 18 |  |  |  |  |  |  |  |  |  |  |
| 19 |  |  |  |  |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **What you might observe***Teaching:** Starter/plenary activities;
* Transitions;
* Teacher explanation;
* Teacher modelling;

*Learning:** Individual/group work;
* On-task/off-task;
* Behaviour/attitude;

*Communication:** Teacher to pupil;
* Pupil to teacher;
* Pupil to pupil;
* Pupil to learning activity;
* Teacher to teacher/adult;
 | **Field notes:** |
|  |

Observation Record 3.2: **Timed interval observation**

|  |
| --- |
| **Reflection on observations:** |
|  |

**Targets**

|  |  |  |
| --- | --- | --- |
| **Action required** | **Resources needed** | **For when (date)** |
|  |  |  |

Observation Record 4: **Learner/Teacher Activity**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** |  | **Group** |  |
| **School** |  | **Room** |  |
| **Learning intentions (objective/outcomes)** |
|  |
| **Time** | **Learner Activity** (primary focus) | **Teacher Activity** (secondary focus) |
| **0** |  |  |
| **5** |  |  |
| **10** |  |  |
| **15** |  |  |
| **20** |  |  |
| **25** |  |  |
| **30** |  |  |
| **35** |  |  |
| **40** |  |  |
| **45** |  |  |
| **50** |  |  |
| **55** |  |  |
| **60** |  |  |

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Observation Record 5: **General observation notes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** |  | **Group** |  |
| **School** |  | **Room** |  |
| **Description of lesson** |
|  |
| **Notes** |
|  |

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