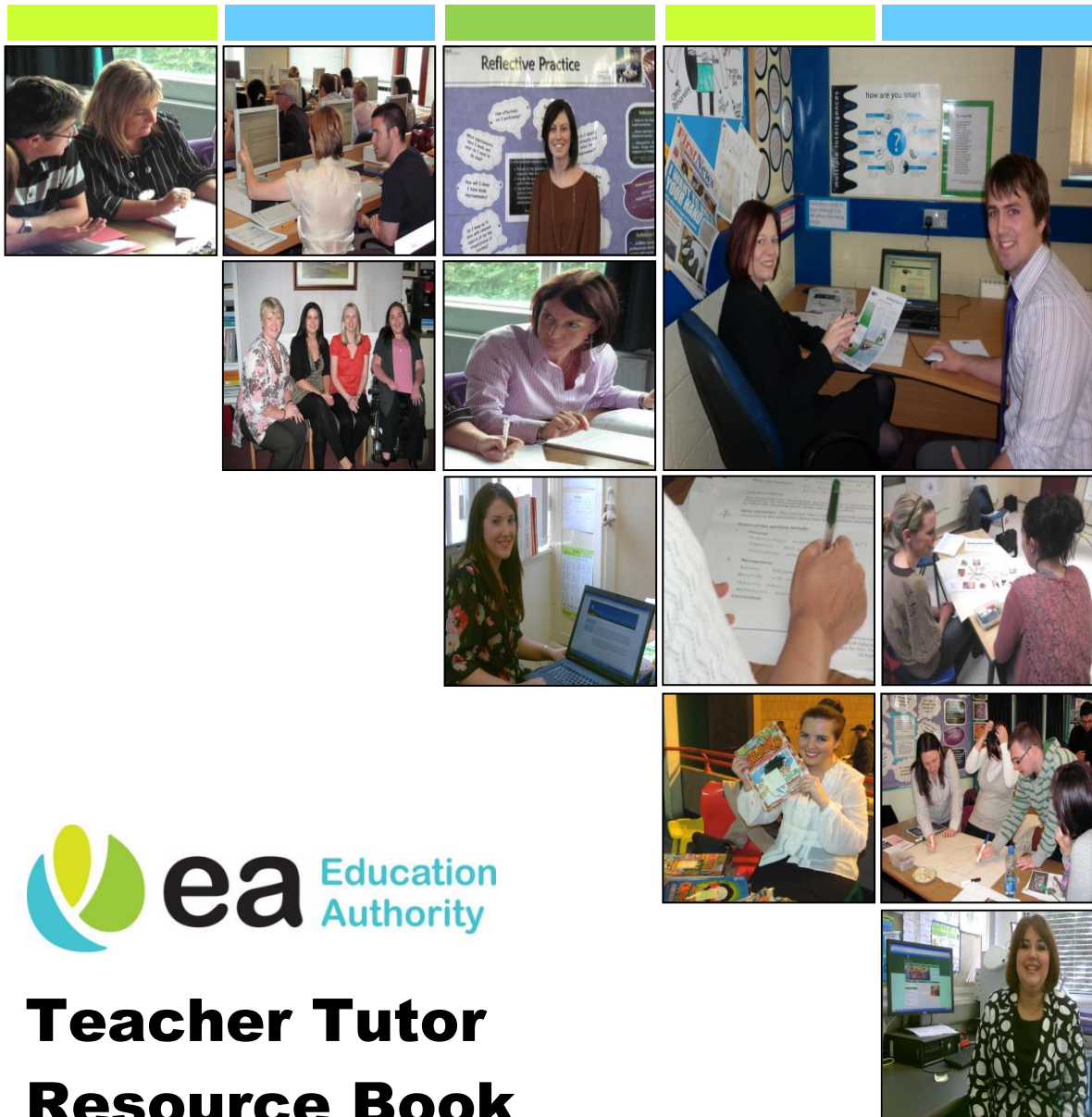




Northern Ireland Beginning Teacher Programme



Teacher Tutor Resource Book

Appendix 4



Classroom Observation Forms

Appendix

4



4.1 Primary Lesson Observation Form
 Adapted from the ETI Primary Observation Form



_____ Primary School Date: _____

Teacher: _____ Sub Tch: Yes No BT EPD

Class: Year _____ Area of Learning: _____

Observer: _____ Time/Duration of Observed Lesson: _____

ETHOS	
<ul style="list-style-type: none"> Open relationships – teacher/child expectations Fostering attitudes and dispositions –self-esteem, respect, flexibility, independence Inclusive learning environment – promoting active learning, climate of enquiry, problem solving, investigations 	
TEACHING	
<ul style="list-style-type: none"> Integrated AFL strategies e.g. WALT/WILF, success criteria, effective questioning, plenary Connected learning – building on prior knowledge, quality of interaction, active learning and teaching approaches e.g. pace, progression, form and variety Matching learning to learner e.g. <ul style="list-style-type: none"> Organisation of play-based learning (Y1 & 2) Activity based learning (Y3 & 4) Development of cross-curricular skills – Communication, Using Mathematics, Using ICT, TSs/PCs Reading scheme(s)/phonics scheme Mental Maths/problem solving/investigations 	
LEARNING	
<p>All children know, understand and are able to:</p> <ul style="list-style-type: none"> Actively engage in their own learning – creativity, enjoyment Communicate effectively – asking questions, reflective learner Learn collaboratively – group/paired work Transfer skills & capabilities to other contexts – self-awareness of progress in their learning including IEP Achieve suitably high standards 	



MANAGEMENT	
<ul style="list-style-type: none"> • Planning –reflective practitioner/self-evaluation • Deployment of classroom assistant • Teacher as facilitator • Holistic approach • Resources • Practical work 	
STRENGTHS	AREA(S) FOR DEVELOPMENT



4.2 Post Primary Lesson Observation Form

Adapted from the ETI Post Primary Observation Form



School: _____ Date: _____

Teacher: _____ Sub Tch: Yes No BT EPD

Class: Year _____ Area of Learning: _____

Observer: _____ Time/Duration of Observed Lesson: _____

ACHIEVEMENTS AND STANDARDS	
Reference: 'Together Towards Improvement' , Section C, 'How well do learners develop and achieve?' 5.1, 5.2, 5.2.1	
<ul style="list-style-type: none"> • Participation • Outcomes/standards achieved by all ability levels • Presentation of work • Independence and initiative 	
QUALITY OF PROVISION FOR LEARNING	
Reference: 'Together Towards Improvement' , Section B, 'How effective are teaching, learning and assessment?' 2.2.5 and 2.2.6	
<ul style="list-style-type: none"> • Inclusive learning environment promoting active learning and a climate of enquiry to engage pupils in problem solving/investigations 	
Reference: 'Together Towards Improvement' , Section B 2.1.3 (Planning and progression in learning), 2.3.1 (Assessment Policy)	
<ul style="list-style-type: none"> • Pupils' interests/experiences/prior learning built upon • Integrated AfL – agreed learning intentions, sharing and negotiating success criteria – created by the pupils or in conjunction with the teacher 	
Reference: 'Together Towards Improvement' , Section B 2.3.4 (Personal Learning Targets)	
<ul style="list-style-type: none"> • Success criteria aid self-assessment and help pupils to identify the steps needed to progress their learning • Individual target setting for attainment 	
Reference: 'Together Towards Improvement' , Section B 2.3.3 (Marking)	
<ul style="list-style-type: none"> • Constructive feedback – comment only marking/providing prompts for improvement/marking procedures shared with pupils 	



Reference: ‘Together Towards Improvement’ , Section B 2.2.1 through to 2.2.7 (Teaching and Learning)	
<ul style="list-style-type: none"> • Effective questioning – open ended questions/giving thinking time/using ‘think, pair, share’ 	
Reference: ‘Together Towards Improvement’ , Section B 2.3.2 (Self and Peer Assessment)	
<ul style="list-style-type: none"> • Pupils reflect on their learning and how they have learnt it – peer & self-assessment and self-evaluation 	
Reference: ‘Together Towards Improvement’ , Section B 2.2.6 (Cross-Curricular Skills and Thinking Skills and Personal Capabilities)	
<ul style="list-style-type: none"> • Development and integration of cross-curricular skills – Communication using Mathematics/using ICT and Thinking Skills and Personal Capabilities 	
Reference: ‘Together Towards Improvement’ , Section B 2.1.3 (Long Term Planning), 2.1.4 (Learning Intentions and Differentiation – short and medium term planning), 4.3.4 (Education Plans)	
<ul style="list-style-type: none"> • Progress in learning including IEPs and differentiation 	
LEADERSHIP AND MANAGEMENT	
Reference: ‘Together Towards Improvement’ , Section A ‘Leadership’ 1.1.2, 1.1.5, 1.1.6	
<ul style="list-style-type: none"> • Teacher planning meets the needs of all of the pupils and identifies realistic learning outcomes and strategies for teaching, monitoring and evaluation 	
Reference: ‘Together Towards Improvement’ , Section A ‘Leadership’ 1.2.1 (Self-Evaluation), 1.2.4, 1.2.3 (Action Planning at HOD level), 4.1.4 (Bullying, Relationships, Pupils Support Arrangements)	
<ul style="list-style-type: none"> • Well structured and timed lesson • Teacher as an enabler • Holistic approach • Appropriate resources available and used • Organisation of practical work/ICT/groups • Pupil behaviour 	
STRENGTHS	AREA(S) FOR DEVELOPMENT



4.3 Induction Lesson Observation Form

Name of Induction Teacher: _____

Name of Observer: _____

Date: _____ Class: _____

Context (Refer to 'Area for Development' in Induction Action Plan)	
Evidence (Refer to Success Criteria and Monitoring and Evaluation in Action Plan)	
Teacher Activity	Pupil Engagement in Learning Process
Beginning Teacher's Self-Evaluation	

Signed (Observer): _____

Signed (Induction Teacher): _____



4.4 Pre School Induction and EPD Lesson Observation Form

Name of Induction/EPD Teacher: _____

Date: _____ Class: _____

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	COMMENT
PLANNING AND LEADING	
The Induction/EPD Teacher's Planning for Learning:	
<ul style="list-style-type: none"> is based on the observations of the children's learning and their stages of development. It takes account of the needs of individual children 	
<ul style="list-style-type: none"> takes account of the Pre-School Curricular Guidance and seeks to promote a broad and balanced curriculum 	
<ul style="list-style-type: none"> takes account of information from parents, other members of staff and colleagues. 	
<ul style="list-style-type: none"> is shared with the classroom assistant. 	
TEACHING AND LEARNING	
The Induction/EPD Teacher:	
<ul style="list-style-type: none"> creates a stimulating learning environment with appropriate learning opportunities to support and challenge the learning of the young children 	
<ul style="list-style-type: none"> interacts naturally and sensitively with the children to develop their language and thinking skills 	
<ul style="list-style-type: none"> provides a positive role model as a learner and encourages the children to become enthusiastic learners 	
<ul style="list-style-type: none"> uses resources well and provides stimulating opportunities for indoor and outdoor play which take account of health and safety issues 	
ASSESSMENT	
The Induction/EPD Teacher:	
<ul style="list-style-type: none"> is aware of the importance of observing children, recording significant events and linking these to future planning 	
<ul style="list-style-type: none"> gives progress reports to parents both formally at individual meetings and informally on a day-to-day basis 	
<ul style="list-style-type: none"> records observations as a means of building up a picture of the children's progress 	



PROFESSIONAL VALUES AND PRACTICE	COMMENT
The Induction/EPD Teacher:	
<ul style="list-style-type: none"> enjoys working with young children and understands how they learn 	
<ul style="list-style-type: none"> Can work as part of a team to meet the needs of individuals. 	
<ul style="list-style-type: none"> builds positive relationships with children, colleagues, parents and other professionals 	
<ul style="list-style-type: none"> is aware of health and safety issues and child protection procedures 	
ADDITIONAL COMMENTS	



4.5 Primary and Post Primary Induction and EPD Lesson Observation Form

Name of Induction/EPD Teacher: _____

Date: _____ Class: _____

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	COMMENT
PLANNING AND LEADING	
<ul style="list-style-type: none"> Planning is consistent with school policy and Key Stage/Dept Objectives 	
<ul style="list-style-type: none"> Learning outcomes were appropriate & clearly stated & reflected upon throughout 	
<ul style="list-style-type: none"> Planning is differentiated to enable all pupils, including those with Special Educational Needs, to meet the learning objectives 	
LEARNING AND TEACHING	
The Induction/EPD Teacher:	
<ul style="list-style-type: none"> used a range of teaching strategies and resources effectively, including e-learning where appropriate, to motivate and meet the needs of all pupils and support their learning 	
<ul style="list-style-type: none"> encouraged, captured and maintained pupils' attention, interest and involvement through the choice of appropriate teaching strategies and resources 	
<ul style="list-style-type: none"> made effective use of a range of classroom management modes, e.g. whole class, group work, pair work, individual work 	
<ul style="list-style-type: none"> effectively deployed, organised & guided the work of non-teaching staff, as appropriate, to support pupils' learning 	
<ul style="list-style-type: none"> promoted a standard of positive behaviour that enabled all pupils to learn 	
<ul style="list-style-type: none"> forged a positive relationship with the pupils 	



<ul style="list-style-type: none"> used clear and accurate speech 	
<ul style="list-style-type: none"> maintained pace throughout the lesson 	
ASSESSMENT	
The Induction/EPD Teacher:	
<ul style="list-style-type: none"> used a range of assessment strategies to evaluate pupils' learning, inform planning & make teaching more responsive to pupils' needs 	
<ul style="list-style-type: none"> used a range of effective and targeted questioning techniques 	
<ul style="list-style-type: none"> gave constructive feedback to help pupils reflect on and improve their learning 	
PROFESSIONAL VALUES AND PRACTICE	COMMENT
<ul style="list-style-type: none"> Punctuality Attitude to work Willingness to ask for help and accept advice 	
ADDITIONAL COMMENTS	



4.6 Induction and EPD Lesson Observation Form

Name of Induction/EPD Teacher: _____

Name of Observer: _____

Date: _____ Class: _____

PLANNING	COMMENT
<ul style="list-style-type: none"> Lesson has been appropriately planned and differentiated to take account of what pupils know, understand & can do Appropriate learning outcomes have been set to enable all pupils to participate, including those with Special Educational Needs, as appropriate 	
TEACHING AND LEARNING	COMMENT
<ul style="list-style-type: none"> The learning outcomes were clearly stated with appropriate clarity of purpose for activities A variety of teaching strategies and resources were used to motivate pupils and support their learning Lesson activities were well sequenced 	
CLASSROOM MANAGEMENT	COMMENT
<ul style="list-style-type: none"> Effective use was made of a range of strategies to promote positive behaviour Effective use was made of a range of classroom management techniques, e.g. whole class, collaborative group work, pair work, individual work Class discussion was managed effectively, e.g. pupils were successfully encouraged to contribute to discussions Positive teacher/pupil and pupil/pupil relationships were fostered 	
ASSESSMENT	COMMENT
<ul style="list-style-type: none"> Effective use was made of a range of assessment strategies to evaluate pupils' learning, inform planning and help them to improve on their learning Effective use was made of a range of question techniques 	
ADDITIONAL COMMENTS INCLUDING SUGGESTED AREAS FOR FURTHER PROFESSIONAL DEVELOPMENT	



4.7 Induction and EPD Lesson Observation Form

Name of Induction/EPD Teacher: _____

Name of Observer: _____

Date: _____ Class: _____

TEACHING AND LEARNING	COMMENTS
The Induction/EPD Teacher:	
<ul style="list-style-type: none"> creates a stimulating and interactive learning environment sets appropriate learning outcomes for all pupils provides clarity of task and good sequence of activities provides the pupils with accessible yet challenging learning experiences makes effective use of a range of teaching skills – explaining, questioning, demonstrating, facilitating etc uses a range of teaching strategies to maintain variety and promote pupil involvement – collaborative group work, pair work, individual and whole class identifies and responds to pupils' differences and differentiates by task or outcome as appropriate recognises learning difficulties and responds appropriately ensures continuity and progression in pupils' learning 	
CLASSROOM MANAGEMENT	COMMENTS
The Induction/EPD Teacher:	
<ul style="list-style-type: none"> develops effective working relationships with pupils establishes a positive classroom ethos 	



- captures pupils' attention, interest and involvement
- establishes clear rules and expectations for pupils' behaviour
- deals effectively with inappropriate behaviour
- manages time and space effectively
- uses the classroom layout to fit the teaching strategies
- Makes appropriate and safe use of physical and other resources.

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SUMMARY COMMENT

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SUGGESTIONS FOR FURTHER PROFESSIONAL DEVELOPMENT

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Signed (Observer): _____

Signed (Induction/EPD Teacher): _____



4.8 Induction and EPD Lesson Observation Form

Name of Induction/EPD Teacher: _____ Induction EPD

Subject/Area of Learning: _____ Key Stage: _____

Year/Class: _____ Observation of Lesson/Period: _____

Date: _____ Time: _____

PLANNING	YES	NO	COMMENT
<ul style="list-style-type: none"> The lesson content relates to curriculum requirements, schemes and examination syllabus, as appropriate The lesson plan builds on prior subject/AoL knowledge and skills Clear objectives are identified for the lesson Teaching strategies are outlined in the lesson plan The lesson plan identifies outcomes for evaluation and assessment 			
LESSON INTRODUCTION	YES	NO	COMMENT
The Induction/EPD Teacher:			
<ul style="list-style-type: none"> ensures that the class settles and starts the lesson promptly clearly explains the expected learning outcomes communicates clear instructions to the pupils recaps/revises previous learning as appropriate prepares appropriate support resources 			
DEVELOPMENT OF LESSON	YES	NO	COMMENT
The Induction/EPD Teacher			
<ul style="list-style-type: none"> presents key ideas using suitable vocabulary and appropriate examples matched to the ability levels within the class uses effective and differentiated questioning challenges, stimulates and motivates pupils' learning demonstrates appropriate use of texts, resources and ICT to support learning listens to and responds well to pupils provides opportunities for pupil interaction uses differentiated learning strategies for groups and individuals ensures that all pupils are on task 			



LESSON PLENARY	YES	NO	COMMENT
<ul style="list-style-type: none"> The lesson plenary was effective The teacher assessed whether the pupils achieved the learning outcomes There is evidence of a variety of assessment methods to inform planning Tasks/assignments are marked and constructive feedback given The class exit was orderly 			
CLASSROOM ENVIRONMENT	YES	NO	COMMENT
<ul style="list-style-type: none"> Pupil seating/groups are matched to learning tasks, as appropriate Resources are organised and accessible ICT is used to promote learning Classroom displays encourage learning 			
CLASSROOM ETHOS	YES	NO	COMMENT
<ul style="list-style-type: none"> There are good teacher/pupil, pupil/pupil relationships There is a co-operative and supportive atmosphere The classroom atmosphere is conducive to learning The teacher uses praise to promote positive attitudes Pupils are courteous Pupils show initiative and take responsibility for their learning The teacher acts to pre-empt inappropriate behavior 			

The above findings represent a true and accurate record of the lesson: Yes

No

Signed (Observer): _____

Signed (Induction/EPD Teacher): _____

Date: _____



4.9 Induction and EPD Lesson Observation Form

Name of Induction/EPD Teacher:	
GTCNI Competences targeted for Development through either: <ul style="list-style-type: none"> • 'Area for Development' in the Induction Action Plan or • 'Focus' and 'Purpose' of the EPD Professional Development Activity (PDA) 	
Date and Time of Observation:	
Class Observed:	
Key Stage:	
Role and Name of Observer:	
LESSON ELEMENT	COMMENT
<ul style="list-style-type: none"> • Lesson focus • Settling of Class • Clear Introduction (learning outcomes) • Progress/development of lesson • Teaching strategies – whole class, groups, pairs, individual mode • Activities to motivate and encourage • Appropriate resources • Transition from one activity to another 	
CLASSROOM ORGANISATION AND MANAGEMENT	COMMENT
<ul style="list-style-type: none"> • Relationships • Pupil Behaviour • Movement around Class • Use of Teacher Voice • Management of Resources 	



HOMEWORK	
OBSERVATION FEEDBACK	
<ul style="list-style-type: none"> • Induction/EPD teacher's analysis of lesson (bullet points) 	
<ul style="list-style-type: none"> • Observer's review of the lesson 	
<ul style="list-style-type: none"> • Agreed follow-up (linked to Induction Action Plan) 	
<p>Signature of Teacher Tutor: _____</p> <p>Signature of Induction/EPD Teacher: _____</p> <p>Date: _____</p>	