

### Lesson observation proforma

<b>Teacher</b>		<b>Observer</b>	
<b>Lesson focus:</b>		<b>Date:</b>	
<b>Year group / number of children:</b>		<b>Time:</b>	
<b>OUTSTANDING</b>	<b>GOOD</b>	<b>Requires Improvement</b>	<b>INADEQUATE</b>
1.Child friendly objectives and success criteria are shared, displayed, explained & understood.	1.Child friendly objectives and success criteria are shared & displayed.	1.Objectives & success criteria are shared	1.No objectives are shared
2.Resources are ready or easily accessible to the children & are of a high quality. Environment is stimulating, organised & purposeful.	2.Resources are ready or easily accessible to the children. The environment is organised & purposeful.	2.Some resources are ready or easily accessible to the children. The environment is organised & purposeful	2.Resources are not ready. The environment is not attractive / purposeful / organised.
3.Differentiation is challenging and stretching for all groups	3.Differentiation is closely tailored to meet all the pupils needs.	3.Differentiation is evident	3.No differentiation is used.
4.Thorough teaching knowledge is evident through delivery / planning for series of lessons.	4.Good teacher knowledge is evident.	4.Some teacher knowledge is seen.	4.Teacher knowledge is inadequate.
5.Wide range of questions are used which challenge & stimulate the children. Children are encouraged to pose questions & investigate.	5.Wide range of questions are asked.	5.A mix of open / closed questions is used.	5.Mainly closed questions are used.
6.All children are given opportunities to think, listen & explain their answers to teachers & peers & good models of speaking & listening are expected by the teacher.	6.Most children are given opportunities to think, listen & explain their answers.	6.Some opportunities are given for children to speak & explain their answers.	6.Children are given few opportunities to speak & explain their answers.
7.All work is assessed giving children targets for improvement & the opportunity is given to respond to any comments. Children understand what to do to improve.	7.All work is assessed and the children are given targets on how to improve their work.	7.Work is assessed	7.Work is not consistently assessed.
8.Previous learning is built upon. All children make good progress in the lesson & some make exceptional progress.	8.All children make progress in the lesson.	8.Some children make progress in the lesson.	8.Children make little or no progress in the lesson.
9.The pace & structure of the lesson engages and motivates the learners.	9.The pace and structure of the lesson engages & motivates most learners.	9.Some learners are motivated by the pace and structure of the lesson.	9.Learners are not motivated or interested in the lesson.
10.Teaching assistants / adults work well with identified groups and are well directed.	10.Teaching assistants / adults work well directed to support learning	10.Teaching assistants / adults are given a set role within the lesson.	10.Teaching assistants are inadequately helped to support learners.
11.Behaviour of children & relationships between children & / or staff is excellent.	11.Behaviour of children & relationships between children & / or staff are usually good.	11.Behaviour of children & relationships between most children is good.	11.Behaviour of children is poorly managed & relationships between children / staff is poor.

**Future targets for teacher observed:**

**Future action by observer:**

**Signed:**

**Signed:**

**Focus / observation notes :**

**LSA role :**