

Primary ITT Lesson Feedback Record

The mentor is required to complete the Lesson Feedback Record to evidence progress made by the trainee during the weekly formal lesson observation.

**It is the trainee’s responsibility to complete the first side of this document prior to the formal lesson observation and upload to Abyasa following the lesson.**

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| Trainee Name: |  |
| School: |  |
| Lesson: |  |
| Date: |  |
| Observer Name: |  |
| Year Group: |  |
| Joint Observation:  | Yes / No |
| Number of Pupils: |  |
| ITT Programme:  | PG / UG / WBR / SD TF / SDS |

Documents provided in advance by the trainee teacher:

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| Lesson plan: (to be annotated by observer) |  |
| Resources: (as appropriate) |  |

Targets: (set in Weekly Training Meeting)

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| Target 1 |  |
| Target 2 |  |
| Target 3 |  |

This document is mapped against the 5 areas of professional learning in which trainees will develop their knowledge and skills during their teacher training course:

Behaviour management

Pedagogy

Curriculum

Assessment

Professional Behaviours

The priority when observing a trainee is to evaluate the impact of teaching on pupils’ learning and guide the trainee as to how this can be further improved. When observing please consider the following Areas of Professional Learning:

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| 1.Quality of classroom environment and classroom expectations, including behaviour (S1 and S7) | Evaluation of impact on learning: |
| • Is the environment conducive to learning with high expectations for all? (S1)• Are appropriate strategies used to create a positive and purposeful atmosphere? (S7) • Is the making mistakes and learning from them and the need for effort and perseverance evident? (S1)• Is the learning environment created appropriate for the children’s stage of learning and development? (S7) • Do pupils display positive attitudes? (S1)• Are good relationships evident? (S7) • Are pupils expected to behave well & achieve their best? (S7) • Are sanctions and rewards used in line with school policy to positive effect? (S7)• Are all pupils stretched and challenged? (S1) |  |
| 2. Quality of Pupil Progress, Teaching and Adaptive Teaching (S2, S4 and S5): | Evaluation of impact on learning: |
| • Are the planned objectives clear and appropriate? (S4)• Is the lesson content designed appropriately to meet the objectives? (S4) • Is the trainee enthusiastic about the subject? (S4)• Are the pupils captivated by the activities? (S4) • Is the time used well to maximise learning? (S4) • Is learning scaffolded to support progress? (S2) • Are pupils’ capabilities and prior knowledge used to plan lessons? (S2)• Are questions and discussion used to assess and promote learning? (S2)• Are various strategies for inclusion and adapted teaching evident? (S5)• Is the trainee aware of pupils’ individual needs and uses teaching approaches to engage and support all pupils’ learning e.g. those with SEN; high ability; disabilities; EAL (S5) |  |
| 3. Quality of Subject Knowledge (S3): | Evaluation of impact on learning: |
| • Does the trainee demonstrate high levels of subject knowledge and expertise? (S3) • Are misconceptions anticipated& addressed confidently? (S3) • Is the trainee enthusiastic about the subject and seeks to critically engage pupils with subject matter? (S3)• Are opportunities to promote Literacy and Numeracy seized (S3)• Does the trainee themselves demonstrate high standards of literacy, articulacy and correct use of standard English? (S3) |  |
| 4. Quality of Assessment of and for Learning (S6): | Evaluation of impact on learning: |
| • Does the trainee systematically check the pupils’ learning? (S6)• Does the trainee adapt the lesson in response to assessing learning and/or children’s questions? (S6)• Do the pupils know how well they are doing and how to improve? (S6)• How well are questioning and discussion used to assess and promote learning? (S6)• Do questions tease out pupils’ understanding of their knowledge and develop it further? (S6)• Are activities well matched to pupils’ prior learning and understanding? Is learning reviewed with the pupils in order to set future targets? (S6) |  |
| 5. Professional Behaviours (S8): | Evaluation of impact on learning: |
| • Does the trainee make a positive contribution to the wider life and ethos of the school? (S8)• Are effective professional relationships evident? (S8) • Does the trainee reflect on progress made and recognise strengths and weaknesses and identifying next steps for further improvement? (S8)• Does the trainee act upon advice and feedback? (S8)• Are other adults used effectively? (S8) |  |

**Post lesson discussion**

A St Mary’s University mentor will use the fundamentals of coaching to support a trainee teacher on school placement. Please see below for some coaching question prompts to guide the post lesson discussion (NB. The specific details of this discussion do not need to be documented on this feedback record.)

1. ***Lesson reflection:****What was the learning objective (LO) of the lesson and how far do you think the LO’s were met? How do you know?*
2. ***Identifying strengths****: What do you think went well in this lesson? What impact did it have on* *the learning?*
3. ***Deeper reflection:*** *(Choose one specific area to narrow in on). ‘I saw that you chose to do X/ planned for X/ used strategy X/ used activity X/ focused on child X. What made you do this? What evidence do you have for this? What impact do you think this had on Y?*
4. ***Identifying areas for development:*** *What do you think could have been better in the lesson? What would you do differently? How might this improve* *the learning?*
5. ***Moving forward:*** *What will your next step be? What support might you need? What might get in the way of progress and how could you reduce this barrier?*

**Lesson feedback summary - to be completed by the mentor/observer**

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| Overall strengths of the lesson (with a focus on learning) - linked to targets: |
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| Key areas for development. To further improve learning, the trainee should: |
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