



## Lesson Observation Sheet (Y1-Y11)

Teacher:		Reviewer:	
School:			
Date:		Time:	
Class:	No. of LSAs:	Learners on roll:	Learners present:
Subject:	Topic:	Learners with a statement of needs:	

<p>The scheme of work has time-frames and learning goals;</p> <p>Provides generic lesson planning that relates to scheme of work;</p> <p>Sets clear learning intentions;</p> <p>Lesson plans include sequenced activities and/or tasks targeting the learning intentions;</p> <p>There is evidence of planning for different means of assessment (e.g. written tasks, questioning techniques, self/peer assessment, closure);</p> <p>Has planning that takes into account the different learning needs and abilities.</p> <p style="background-color: #e0e0e0; padding: 5px;"><b><i>The teacher has good quality planning</i></b></p>	
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<p>Creates a classroom atmosphere conducive to learning;</p> <p>Celebrates learners' work;</p> <p>Manages well learner behaviour by using set classroom procedures;</p> <p>Establishes positive relationships with learners;</p> <p>Promotes productive interaction among learners;</p> <p>Includes all learners in class.</p> <p style="background-color: #e0e0e0; padding: 5px;"><b><i>Teacher organises and manages the class effectively</i></b></p>	
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<p>Shares the learning intentions for later reference during the lesson;</p> <p>Explores and acknowledges learners' prior knowledge and skills;</p> <p>Places learning experiences in the context of the learners' realities;</p> <p>Assigns tasks that form an integral part of lesson development;</p> <p>Manages time in a way that sustains an appropriate lesson pace according to the needs of learners;</p> <p>Lesson closure revisits learning intentions.</p> <p style="background-color: #e0e0e0; padding: 5px;"><b><i>Teacher scaffolds learning by adopting a clear lesson structure</i></b></p>	
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Involves learners through appropriate questioning techniques;	
Gives appropriate verbal feedback that motivates and encourages learner participation;	
Uses pair or group work to increase learner involvement in the learning process;	
Tasks assigned engage learners enabling their progress according to their needs and abilities;	
Makes use of incidental opportunities for learning;	
Uses digital learning technologies to facilitate learning when and as appropriate;	
Uses different resources to address the different learning needs, abilities and preferences.	
<b>Teacher employs a creative teaching approach that involves and motivates learners</b>	

Asks questions to assess individual learning;	
Provides learners the opportunity to reflect upon/assess their own learning;	
Gives learners the opportunity to carry out peer-assessment;	
Monitors learners' work during set tasks.	
<b>Assessment is an integral part of the lesson</b>	

Actively collaborate to make the best of the opportunities offered;	
Can work independently (individually and/or as a group) at the set tasks;	
Ask teachers and/or peers for feedback or support as required;	
Are making identifiable progress.	
<b>Learners experience successful learning</b>	

Sets a variety of homework;	
Corrects learners' work regularly and in a timely manner;	
Provides formative written feedback to learners' written work;	
Keeps record of learners' performance to inform development.	
<b>Teacher implements ongoing assessment</b>	

There is clear evidence of collaboration in planning between teacher and LSA;	
The teacher and the LSA collaborate to include the learner with a statement of needs in the learning process;	
The LSA supports the teacher in facilitating the learning process of all learners in class.	
<b>LSAs and teachers work in synergy for the benefit of all learners</b>	

<b>Areas for improvement:</b>	<b>Main Strengths:</b>