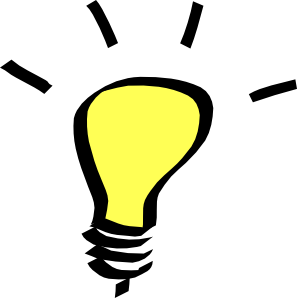
**Formative Observation Proforma – QK – 16.9.14**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Member of**  **staff observed:** |  | **Subject:** |  | | | **Date:** |  |
| **Observer:** |  | **Room/Group/Set:** | |  | | **Period:** |  |
| **Year:**  *(Please circle)* | 7 8 9 10 11 12 13 | **Number of books or students work reviewed:** | | |  | **Time:** |  |



|  |  |  |
| --- | --- | --- |
| **(WWW)**  What Went Well? | **Key Heading** | **Further details** |
| 1. |  |
| 2. |  |
| 3. |  |



|  |  |  |
| --- | --- | --- |
| **(EBI)**  Even Better If… | **Key Heading** | **Further details** |
| 1. |  |
| 2. |  |
| 3. |  |

 **Please suggest a possible CPD activity to help the member of staff secure the EBIs you have listed above:**

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| **Observer signed:** |  | |
| **Shared with SLT?** | **Yes □ No □** |
| **Shared with HoD?** | **Yes □ No □** |
| **Shared with teacher?** | **Yes □ No □** |

**Remember:**

* + 1. No grades! Feedback only.
    2. Use Score card crib sheet as reference.
    3. Look in books / talk with students.
    4. Observe the teaching, not the teacher.

**NO JUDGEMENTS ARE TO BE MADE.**

**Hand this in to RMC immediately.**

**Judgement Criteria: Teaching – TO BE USED AS A CRIB SHEET – NOT TO MAKE A LESSON JUDGEMENT!!! – RMC – 16.9.14**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1 (Outstanding)** | **2 (Good)** | **3 (Requires Improvement)** | **4 (Inadequate)** |
| **Pupils’ progress and learning** | Almost all pupils and groups of pupils make sustained progress and learn ‘exceptionally well’, that leads to outstanding achievement. | The large majority of pupils and groups of pupils (inc SEN/D, disadvantaged pupils and most able) make better than expected progress in lessons and over time. | The large majority of pupils and groups of make ‘expected’ progress. | Progress is inadequate. Significant numbers of pupils, or groups of pupils currently in the department are making very little progress. |
| **Planning** | Differentiation is explicit in all lessons. Planning clearly evidences appropriate challenge for all students. Learning tasks are challenging; match pupils needs ‘accurately’, including setting appropriate homework. | ‘Well-developed’ subject knowledge.  Planning is ‘effective’.  Tasks are challenging; match most pupils’ needs; enthuse and motivate. Effective strategies are used, including setting appropriate homework | Individual needs are ‘usually’ met. | Learning activities are not sufficiently well matched to pupils’ needs. |
| **Teaching** | The very large majority of teaching is good of which a minority is outstanding. Teachers are very knowledgeable, highly enthusiastic and effective in deepening pupils’ knowledge & understanding.  Teachers have consistently high expectations of all pupils. | The large majority of teaching is good. Some is outstanding and very little, if any, is inadequate. Expertise motivates and encourages pupils. Teachers’ knowledge ‘enables learning to be fully developed’.  Teachers have high expectations of all pupils. | The majority of teaching is good in some respects. There are no endemic inadequacies in particular subjects or year groups. | Expectations are inappropriate. Teaching fails to promote learning or the progress of sizeable groups |
| **Literacy and mathematical knowledge** | ‘Every opportunity’ is taken to develop skills such as reading, literacy and mathematical skills. Pupils develop and apply a wide range of skills ‘to great effect’. | Literacy and mathematical knowledge is taught effectively throughout the department. Pupils develop and apply a wide range of literacy skills well. | Staff understand how the lessons will improve literacy and mathematical skills and pupils consequently make Requires Improvement progress. | Learners generally, or a significant minority of learners, do not make adequate progress in their literacy and mathematical skills. |
| **Assessment** | Teachers check pupils’ understanding systematically in the very large majority of lessons. Marking is constructive, accurate and of high quality. Pupils understand how to improve their work. | Assessment is consistently accurate. Teachers listen, observe and question skilfully. Oral and written feedback is detailed and accurate. Pupils know how well they have done and how to improve. | Pupils’ work is actively monitored. Learning is assessed carefully, but not always rigorously enough. General misconceptions are picked up. Marking and dialogue is usually timely and encouraging. | Little evidence of continual and sustained assessment. Marking is variable and development comments are rarely used. |