

## Initial Teacher Education Lesson Observation Form

Name of trainee		Trainee ID No	
Name of observer		Subject	
Key stage/Year group		Number of learners in session	
Number of the lesson observation		Date	Enter date

Subject knowledge and curriculum	
<p>Evidence of what the trainee knows, understands, and can do. Pedagogical knowledge. Use of assessment.</p>	<p>Key discussion points <b>may</b> include:</p> <ul style="list-style-type: none"> <li>• The trainee's subject knowledge.</li> <li>• The trainee's teaching of the subject content.</li> <li>• The teaching of subject specific skills and knowledge.</li> <li>• Use of and understanding of technical vocabulary.</li> <li>• Appropriate subject specific learning objectives.</li> <li>• Ability to pre-empt and respond to subject specific misconception.</li> <li>• Adaptive teaching.</li> <li>• How children learn.</li> </ul>

Further key points emerging from the session	
<p>E.g., impact on learning, depth of understanding</p>	<p>Key discussion points (relevant to this lesson) which <b>may</b> include:</p> <ul style="list-style-type: none"> <li>• High expectations and managing behaviour</li> <li>• How pupils learn, classroom practice &amp; adaptive teaching</li> <li>• Subject knowledge and curriculum</li> <li>• Assessment</li> <li>• Professional behaviours</li> </ul>



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Key strengths of lesson/session (this would normally include an aspect of subject knowledge)	
<input type="checkbox"/> High expectations and managing behaviour <input type="checkbox"/> How pupils learn, classroom practice & adaptive teaching <input type="checkbox"/> Subject knowledge and curriculum <input type="checkbox"/> Assessment <input type="checkbox"/> Professional behaviours	<div>○</div> <div>○</div> <div>○</div>

Opportunities for further development	
	<p>These <b>may</b> become targets in WDS but further opportunities can also be identified here, for example:</p> <ul style="list-style-type: none"> <li>• Observing expert teachers/discussions with expert colleagues -i.e., subject coordinators.</li> <li>• Discussing/engaging with diversity and inclusion matters.</li> <li>• Observing/teaching learners with EAL and SEND.</li> </ul>

