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| --- | --- | --- | --- |
| **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**  |
| --- |
| Evidence of what the trainee knows, understands, and can do. Pedagogical knowledge. Use of assessment.  | Key discussion points ***may*** include:* The trainee’s subject knowledge.
* The trainee’s teaching of the subject content.
* The teaching of subject specific skills and knowledge.
* Use of and understanding of technical vocabulary.
* Appropriate subject specific learning objectives.
* Ability to pre-empt and respond to subject specific misconception.
* Adaptive teaching.
* How children learn.
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| **Further key points emerging from the session** |
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| E.g., impact on learning, depth of understanding | Key discussion points (relevant to this lesson) which ***may*** include:* High expectations and managing behaviour
* How pupils learn, classroom practice & adaptive teaching
* Subject knowledge and curriculum
* Assessment
* Professional behaviours
 |

| **Key strengths of lesson/session** (this would normally include an aspect of subject knowledge) |
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| [ ]  High expectations and managing behaviour [ ]  How pupils learn, classroom practice & adaptive teaching[ ]  Subject knowledge and curriculum[ ]  Assessment[ ]  Professional behaviours |   |

| **Opportunities for further development**  |
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|  | These ***may*** become targets in WDS but further opportunities can also be identified here, for example:* Observing expert teachers/discussions with expert colleagues -i.e., subject coordinators.
* Discussing/engaging with diversity and inclusion matters.
* Observing/teaching learners with EAL and SEND.
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