

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

*N.b. Not all areas will be applicable during the observation *Students will be questioned about this*

Focus	Yes	No	Commentary where necessary <i>(Please circle)</i>
1. Learning and Teaching expectations for beginnings and ends of lessons take place?			Not observed
2. Students have correct equipment – planners, books/folders, stationery?			
3. Behaviour for Learning policy is used to address punctuality/behaviour?			Not observed
4. The learning objectives are shared and clearly understood by students? (Evidence of Extended LO (ELO) and Assessment for Learning objectives (AfLO)) Does the objective include a personal or subject skill within it?			Not applicable / Not observed
5. Homework is clearly identifiable in students' work and linked to a learning objective? Adequate time is allowed in the lesson for students to record homework?			Not applicable / Not observed
6. Impact of other adults effectively deployed in the classroom?			Not applicable / Not observed
7. Seating plans with prior student data available (requested before lesson)?			Not applicable / Not requested
8. Appropriate tasks are set given prior data information? (Differentiation by Input)			Not observed / Data not requested
9. Starter and plenary activities are employed?			Not applicable / Not observed
10. Lesson includes range of individual/paired/group work activities?			Not observed
11. Questioning involves the various levels of Blooms Taxonomy? <i>E.g. pose, pause, pounce, bounce</i>			Not observed
12. Evidence of planning for independent, active, choice and collaborative activities?			Not applicable / Not observed
13. Evidence of whole class/group dialogue?			Not applicable / Not observed
14. Students across the ability range engaged through variety of teaching styles and approaches? (e.g. SEN/EAL/G&T; audio, visual, kinaesthetic)			Not observed / Data not requested
15. Do all these groups of students make progress in the lesson?			
16. G & T students are suitably challenged through questioning and classroom activities?			Not observed / Data not requested
17. Marking shows evidence of student self –assessment? Is it identifiable?			Not applicable / Not observed
18. Has any work been re-drafted? (e.g. use of green or red pen?)			Not applicable / Not observed
19. (Written Feedback) Marked key tasks indicate level/grade and effort grade. Teacher comments are diagnostic including how to progress to the next level/grade?			Not applicable / Not observed
20. Are there opportunities for students to self-assess?			
21. Assessment is understood by students? (through the use of target sheets) (*Students will be asked what level they are working at now in the lesson and what they need to do to move to the next level)			Not applicable / Not observed
22. Literacy/Numeracy/Marked work is displayed in classroom/corridors?			Not applicable / Not observed
23. The environment and behaviour are conducive to learning?			Not observed
24. Students are involved in use of new technology for a variety of learning opportunities?			
25. Is there effective use of ICT from the teacher? (IWB, MOBILE PHONES, LAP TOPS, CAD CAM etc)			Not applicable / Not observed
26. *What do the students say about this subject?			

Strengths identified: 1. 2. 3.	Areas for Development (3 targets): 1. 2. 3.
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Following the review, an action plan will produced and presented by the Curriculum Leader with _____.

Please hand a copy of this document to _____ within 2 weeks of the Faculty Review date.

Dates for follow up reviews to monitor progress of action plans are as follows:

Faculty Areas	Date of Faculty review	Date for follow up review
Maths		
English & Media		
Science		
Business Studies		
MFL		
Citizenship		
Creative Arts		
Design Technology		
Humanities		
ICT		
PE		
Vocational Education		

Observer: Please hand in to _____ - COPIES WILL BE GIVEN TO THE TEACHER, CURRICULUM LEADER, SLT LINE MANAGER