

NQT's Self-Evaluation of Lesson Observation

To be completed by the NQT immediately after the observation with reference to the Teachers' Standards & brought to the feedback session to discuss with the Induction Tutor

NQT:	Date: 20/9/17	
Observer: Induction Tutor & Headteacher	Subject: English	
Length of observation: 1 hour Main focus: S2b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these. Sub Focus: S8c deploy support staff effectively		
	Strengths of my lesson:	Development points from my lesson
PART ONE: TEACHING	<p>S1 a): Talked about safety expectations going underneath tables-all children stayed safe when doing this.</p> <p>S2 b): Selected children for focus group based on work in previous session. Chose aspects to focus on during input that I identified lots of children struggling with during previous session. Spoke to children about their own targets.</p> <p>S2 d): Allowed children thinking time before sharing their ideas.</p> <p>S4 b/d): Children were excited and engaged by the magical event that had taken part in the classroom. Children were able to recall the next part of our innovated text.</p> <p>S5: Gave clear instructions to LSAs on amount of support to give SEN children, adapted task to be more appropriate for Z.D</p> <p>S6: Spoke to children individually about their targets and what they could do next.</p> <p>S7 a): Children clear on routines for moving around classroom and using resources to help them. They responded quickly to my corrections during carpet time. A.C very focussed throughout lesson-having a role during input really helped.</p> <p>S8 c): LSAs both clear on the support I wanted them to give children working with them-SEN group produced very good work.</p>	<p>Maybe tried to do too many different things during this-would have been better to focus on one aspect as not all children seemed clear on what I was asking.</p> <p>S3 a): Children still not sure about term adjective-a lot of children still struggling to identify adjectives.</p> <p>S4 a): Input took a long time-might have been better to focus on just one aspect and come back to others later. Didn't explain this very clearly.</p> <p>Z.D struggled during carpet time-might have been better to give her a table activity to start with after an unsettled morning.</p> <p>Not all children had looked at and taken on board their think pinks from previous session-should have allowed more time for this before input.</p> <p>Z.D very unsettled-might have been better to send her straight to table or give LSA more direction at this time.</p> <p>Might have been better to give Unit LSA more direction during carpet time.</p>
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT		
Areas with which I am particularly pleased or with which I have concerns and would like to discuss further: LSAs clear on my expectations and able to support children appropriately. Children clear on my behaviour expectations and routines around the classroom.		
Development points to add to my Professional Development Plan Sb): Use of formative assessment to gauge understanding of the majority of the class.		
Signed: NQT Induction Tutor.....		

TEACHERS' STANDARDS – please tick or highlight the standards which you were able to evidence as met or exceeded during the observation

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.