|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of trainee** | N. Other | | | **Subject** | **Health & Social Care** |
| **Name of mentor** | **J. Bloggs** | | | **Group (A Level/ BTEC/ NVQ / GCSE)** | **BTEC** |
| **Name of link tutor** | **J. Smith** | | | **Class** | **12BTEC** |
| **Programme** | **PGDE Post 14 Education** | | | **Number of learners in session** | **14** |
| **Professional practice**  **Phase (please check box)** | Introductory | Developmental | Consolidation | **Number of the lesson observation** | **3** |
| **School/setting name** | **FE College** | | | **Date** | Click or tap to enter a date. |
| **Key points emerging from the session** | | | | | |
| **Observation Focus** – **Adaptive Teaching**  Questioning is effective to re-cap and retrieve prior knowledge which go beyond facts, however, this is low level retrieval and is based largely from last lesson. Effective use of a seating plan to target questions at learners, thereby ensuring questioning is purposeful and adapted for those learners in front of you who might struggle with certain concepts.  Learners working in groups for the task – how have you arranged these? What support have you put in place? Some are struggling with the task at hand, you could have given some groups different wording on the sheet which would have generated the same learning (just in a more accessible way). How have you adapted the task for those who were struggling? Consider the use of key terminology broken down so the task is more easily understood.  Peer assessment task – you did well to construct a success criterion as a group and to adapt the criteria for specific learners. Consider how you could adapt all aspects of your lesson such as your resources or your explanations.  Review of learning – good use of adapted questions to target specific learners. | | | | | |
| **Subject and curriculum knowledge** *(including use of pertinent research)* | | | | | |
| * + Clear demonstration of the subject knowledge and use of subject specific terminology (e.g. Human Lifespan Development)   + Ensure you question any misconceptions e.g. the difference between predictable and unpredictable events   + In depth discussion re: unpredictable events that happen unexpectedly and that can have serious physical and psychological effects on an individual. This helps learners consider the relevance of the Human Lifespan Development.   + Effective group task discussion and peer assessment relating to the learning outcomes of the lesson – well done | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Key strengths of lesson/session** *(one must be subject related)* | | | |
| High Expectations and Managing Behaviour  How Pupils Learn, Classroom Practice & Adaptive Teaching  Subject Knowledge and Curriculum  Assessment  Professional Behaviours | | * Lots of practice for retrieval of prior learning from last lesson and a developing understanding of how the learning needs to be carefully sequenced so its builds on prior. * Your peer review task was carried out well with learners knowing the success criterion and what was expected of them within their feedback. * You adapted your teaching successfully – planning for questioning and tasks for those with specific learning needs – well done | |
| **Opportunities for further development** | | | |
| *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.*  *Observing/teaching systematic synthetic phonics (SSP) and phonics and reading in secondary.*   * Look again at the teaching on retrieval and interleaving so that learners are retrieving over a longer period of time and not just the previous lesson. You may want to observe how other colleagues use retrieval practices. Rosenshine is a key text here. * Consider how you use key text within your subject knowledge allowing for those with specific learning needs. * Observe an expert colleague teaching this lesson to a different ability group to see how they adapt their teaching. | | | |
| **Observer (mentor)** | **Name**  **J Bloggs** | | **Signature** |
| **Observer (link tutor)** | **Name** | | **Signature** |
| **Trainee** | **Name**  A N Other | | **Signature** |