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| **Name of trainee** |  | | | **Subject** | **Computing** |
| **Name of mentor** |  | | | **Key stage** |  |
| **Name of link tutor** |  | | | **Class** |  |
| **Programme** |  | | | **Number of learners in session** |  |
| **Professional practice**  **Phase (please check box)** | Introductory | Developmental | Consolidation | **Number of the lesson observation** |  |
| **School/setting name** |  | | | **Date** | **Enter date** |

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| **Key points emerging from the session** |
| *Evidence of what the trainee knows, understands, and can do linked to the EHU curriculum.* |

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| **Computing Research and Subject Association Links**  [**The National Centre for Computing Edcuation**](https://computingeducation.org.uk/) | |
| Subject Specific Elements.  *What makes an effective computing lesson?* | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |
| * Planning in computing shows a strong awareness of the National Curriculum and the core components of computer science, digital literacy *and* information technology * Leads with concepts, explores and explains new vocabulary and provides opportunities to build understanding. * Unpacks complex ideas and considers using appropriate ‘unplugged’ non-electronic activities to embed key concepts. Abstract concepts are brought to life with real-world examples. * Use of formative questioning to explore and challenge misconceptions. Collaboration, team and partner talk is encouraged. * Lessons are well structured, for example using a Use-Modify-Create model or PRIMM. (Predict run, investigate, modify, make). This may take place over a sequence of lessons. * Teacher models processes, practices and logical thinking – worked examples are used and problem solving is articulated. * Opportunities are given for hands on exploration – tinkering, exploring and modifying occur across the curriculum. * An awareness of resilience, collaboration, and problem solving is demonstrated in computing. * A variety of formative assessment strategies are used to plan, support learning and target specific pupils/groups that are computing appropriate. |  |

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| **What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated?** | |
| High Expectations and Managing Behaviour  How Pupils Learn, Classroom Practice & Adaptive Teaching  Subject Knowledge and Curriculum  Assessment  Professional Behaviours |  |

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| **Opportunities for further development**  **Target setting prompts**  [Primary subject specific target setting - Mentor Space](https://sites.edgehill.ac.uk/mentorspace/support-for-target-setting/primary-target-setting/) | | |
| What needs developing? Choose 1 or 2 targets for development. | How, where or when could the trainee observe practice and/or receive feedback. | Who will organise this? |

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| **Observer (mentor)** | **Name** | **Signature** |
| **Observer (link tutor)** | **Name** | **Signature** |
| **Trainee** | **Name** | **Signature** |