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| **Name of trainee** |  | | | **Subject** | **Languages** |
| **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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| **Languages Research and Subject Association Links:**  [**The Association for Language Learning**](https://www.all-languages.org.uk/primary-2/) | |
| Subject Specific Elements.  *What makes an effective Languages lesson?* | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |
| * Planning in languages shows a strong awareness of the National Curriculum aims and links to the school curriculum. * The sequence of lessons incorporates a balance of the four modalities of language learning (listening, speaking, reading and writing). * Pupils are guided and supported to be successful and make progress (consider modelling, scaffolding and the effective use of resources). * Intended learning outcomes clearly focus on at least one of the three pillars of Vocabulary, Phonics and Grammar. * The trainee adapts teaching and learning to support the needs of individuals (consider the effective use of resources such as word banks/knowledge organisers; purposeful groupings; pre-post teaching interventions). * The trainee uses target language and actions to support positive classroom management, incorporating repetitive routines (target language countdowns, use of praise and song and opportunities for learning such as taking the register, asking for equipment, etc). Looking for opportunities/transitions. * The trainee has prepared well to extend or consolidate their own subject knowledge in the target language. They are well prepared to teach and answer questions effectively. |  |

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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** |