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| **Name of trainee** |  | | | **Subject** | **PHSE** |
| **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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| **PSHE Research and Subject Association Links**  [**PSHE Association**](http://pshe-association.org.uk) | |
| Subject Specific Elements.  *What makes an effective PSHE lesson?* | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |
| * Planning in PSHE shows a strong awareness of the National Curriculum and the statutory requirements of the RSHE expectations with the ability to confidently deal with questions and misconceptions. * Subject specific pedagogy is used effectively to ensure children are engaged and on task e.g. role play, debates, the use of scenarios. * Prior learning is revised and built on showing progression and continuity of learning. * Subject knowledge is secure and accurate vocabulary is modelled throughout, especially when discussing issues of a sensitive nature, e.g. racism, LGBTQIA++. * Effective use of open-ended questions allows children to fully explore concepts in a safe and supportive environment. * Formative assessment strategies are used effectively to ensure that learning is taking place, e.g. through observation, discussion, role play, floor books, journals, and the behaviour of the children. * Support staff are deployed effectively to promote positive behaviours for learning and to support learning during group tasks. * Effective teaching methodologies are planned for such as: interactive activities, the use of distancing techniques, question boxes, real-life contexts. * The lesson is taught through a sequenced, spiral curriculum that revises concepts and topics, each time extending knowledge, understanding and skills. * A whole school approach is considered, in relation to the ethos of the school and making relevant, regular links. |  |

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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** |