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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** |