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| **Sections in yellow be completed by the trainee prior to the lesson observation** | | | | | | | |
| **Name of trainee** |  | | | | | **Setting name** |  |
| **Name of mentor** |  | | | | | **Key stage** |  |
| **Name of link tutor** |  | | | | | **Class** |  |
| **Programme/course** | **PGDiT Further Education and Skills** | | | | | **Number of learners in session** |  |
| **Professional practice phase** | **Introductory** | | **Developmental** | **Consolidation** | | **Date** |  |
| **What skill(s) are you practising and receiving feedback on during this observation? (based on the weekly curriculum and prior targets). How have you planned for this in your lesson?** | | | | | | | |
|  | | | | | | | |
| **Sections in blue be completed by the mentor during the lesson observation** | | | | | | | |
| **What makes** **this an effective Performing Art lesson (in line with the curriculum this week)?** | | | | | | | |
|  | | | | | | | |
| **What pertinent research has the trainee used to plan/deliver this lesson? (e.g. Ofsted Research Review, this week’s engaged reading text*, The Heart of Teaching; Empowering Students in the Performing Arts (Stephen Wangh) https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=1105886*** | | | | | | | |
|  | | | | | | | |
| **What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated?** | | | | | | | |
|  | | | | | | | |
| **What are the areas of strength observed and what is the impact on learners?** | | | | | | | |
|  | | | | | | | |
| **Sections in purple to be completed by trainee and mentor during observation feedback** | | | | | | | |
| **Which skills need development?** | | **How, where, or when could the trainee observe, practise, and/or receive feedback on these skills?** | | | **Who needs to organise this opportunity?**  **Trainee/Mentor/Link Tutor/Other expert colleague** | | |
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| **Observer (mentor)** | **Name** |