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| **Name of trainee** |  | **Trainee ID No** |  |
| **Name of observer** |  | **Subject** |  |
| **Key stage/Year group** |  | **Number of learners in session** |  |
| **Number of the lesson observation** |  | **Date** | **Enter date** |

| **Subject knowledge and curriculum** | |
| --- | --- |
| Evidence of what the trainee knows, understands, and can do. Pedagogical knowledge. Use of assessment. | Key discussion points ***may*** include:   * The trainee’s subject knowledge. * The trainee’s teaching of the subject content. * The teaching of subject specific skills and knowledge. * Use of and understanding of technical vocabulary. * Appropriate subject specific learning objectives. * Ability to pre-empt and respond to subject specific misconception. * Adaptive teaching. * How children learn. |

| **Further key points emerging from the session** | |
| --- | --- |
| E.g., impact on learning, depth of understanding | Key discussion points (relevant to this lesson) which ***may*** include:   * High expectations and managing behaviour * How pupils learn, classroom practice & adaptive teaching * Subject knowledge and curriculum * Assessment * Professional behaviours |

| **Key strengths of lesson/session** (this would normally include an aspect of subject knowledge) | |
| --- | --- |
| High expectations and managing behaviour  How pupils learn, classroom practice & adaptive teaching  Subject knowledge and curriculum  Assessment  Professional behaviours |  |

| **Opportunities for further development** | |
| --- | --- |
|  | These ***may*** become targets in WDS but further opportunities can also be identified here, for example:   * Observing expert teachers/discussions with expert colleagues -i.e., subject coordinators. * Discussing/engaging with diversity and inclusion matters. * Observing/teaching learners with EAL and SEND. |