

Please do not panic about the lesson observations that are coming up, I'm watching your lesson and will be looking for the best you can be.

I always aim to find 'good' in all lessons and start by looking at this 'good' lesson observation criteria when I observe a lesson. When planning yours, use my guidance for a 'good lesson' below. If you wish to try and include some 'outstanding practice' – please use the sheet that you were given in the hall during the CPD session, and see me if you would like any help!

I am going to include a practical tip on what to do for each observation criteria in a hope that you can adapt it for your own lesson. If you need help then come and see me.

2 (Good)
Most pupils make progress and learn well in the lesson. They have learnt measurably more at the end of the lesson than they had at the start.
Assessment of prior learning is used to pitch the lesson appropriately.
Progress is checked regularly and effectively using some assessment techniques.
Most pupils are aware of their targets and have some understanding of how to improve
Interventions and classroom support are used appropriately.
Most pupils are motivated to participate. Resilience, confidence and independence are promoted.
The teacher's expectations of pupils are high.
These expectations ensure that behaviour for learning is good.

Mini plenaries are the key here. As soon as an observer enters your classroom, use a mini plenary to let the observer know what level the pupils are working at with regard to the differentiated learning objectives. You could use focussed questions, starting at the lower end that can be answered in such an open manner they can be bounced round the room to the higher achievers. I aim to do up to five mini plenaries in a lesson (chunking)

Know your class! You must use the data on your seating plan to plan a lesson that is pitched at the correct level. Write learning objectives that challenge all pupils in the group.

Chunking and mini plenaries again ☺. Involve the pupils in demonstrations to highlight good practice, use AfL/Q&A to monitor who is learning and who needs intervention. Pupils can coach each other on good technique and can model good answers. Always ask open questions so that learning can be deeper than a superficial yes or no.

Simply make sure that pupils have their tracking sheets or targets written somewhere, even in their planner is better than not at all. It is a good idea to ensure that all pupils have a copy of level descriptors in a format that they understand.

KS4 intervention is pretty much taken care of with department policy....you just hves to follow it. If you know that you have support in the lesson go and talk to them before an observation to ensure that they can be used to the advantage of the pupils.

Say hello to all pupils at the door, welcome them in, it really makes a difference to the rest of the lesson. Try and inject some fun if you can, award credits and enjoy the lesson yourself! If a pupil answers a question, Make sure that their response is valued and developed it if you can.

I do not see these last two point an issue. Talk to me if you like to about expectation (lesson monitor) and behaviour if you need to.

2 (Good)	
Planning is detailed.	
Confident subject knowledge is used to set a range of learning activities that are challenging and match most pupils' needs.	
Time is used effectively.	
There are differentiated learning objectives that are communicated to the students and evident in the learning outcomes.	
Questioning techniques and dialogue are used to enhance learning.	
Marking and feedback (written or oral) are frequent and of good quality and comment on how pupils might improve their work.	
Evidence of regular homework that contributes to pupils' learning.	
Teaching of RWCM is included where opportunities arise.	
Where appropriate, some opportunities to contribute to the pupils' SMSC development are included.	

I always use the #5minplan from twitter, along with thousands of other teachers around the world! Many Ofsted inspectors have mentioned the 5 minute lesson plan in inspections, after awarding 'outstanding lessons'.

I hope there is no issue here, if there is....don't be shy come and have a chat and I shall help you differentiate what you plan to deliver.

Always be aware of how long the pupils are working on something, if it is too long for a simple task, you must do something to inject some learning into the activity. Whilst pupils are washing up or sweeping a bench, why not ask each pupil (chosen at random) a question?

There are many ways of doing this, a simple way to have the LO on the board, get pupils to read them out, and simply leave them there for all to see, or get them back on the board when doing a mini plenary.

'Good' questioning is such a skill. I use the 'pose, pause, pounce, bounce' method (google it) or I plan questions that link in to the different LO that I have planned for the lesson. Either way, focussed questioning is something to practice and use in every lesson, every day!

Follow dept policy here and you will be fine.

You know you need to set it, so just get started today and set some!

This is part of a whole school, and department development and I'm sure that work is being done in your lesson to cover these observation items.

We all have to include this section in our GSCE work, it should be easy to adapt what we do at KS4 to KS3. See me if you would like help.