"EASY OBSERVATION SHEET"

Observer:　　　　　**Teacher:**　　　　　**Class:**

What are learners doing?
(Behaviour & Engagement)

Evidence of planning	☆ ☆ ☆ ☆
Language for learning	☆ ☆ ☆ ☆
High Expectations	☆ ☆ ☆ ☆
Interventions	☆ ☆ ☆ ☆

How is content being delivered?

DIFFERENTIATION

QUESTIONING

?

WAYS OF WORKING

Self | Peer | Group

ASSESSMENT: How does the teacher know they know?

Self | Peer | Class | Marking | Verbal feedback | Hands up

Pupil Progress...

All	Rapid & sustained ☐	Good ☐	Average ☐	Inadequate ☐
Most	Rapid & sustained ☐	Good ☐	Average ☐	Inadequate ☐
Some	Rapid & sustained ☐	Good ☐	Average ☐	Inadequate ☐
Few	Rapid & sustained ☐	Good ☐	Average ☐	Inadequate ☐

NOTES

"FEEDBACK"　　　　　**Targets for next observation**

👓 "EASY OBSERVATION SHEET" 👓

Observer: **Teacher:**   **Date:**   **Class:**

What are learners doing?
(Behaviour & Engagement)

Always engaged ☐   Rarely engaged ☐
Mostly engaged ☐   Never engaged ☐

Behaviour scale
🙂 _____ ☹️

Evidence of planning	✦ ✦ ✦ ✦
Language for learning	✦ ✦ ✦ ✦
High Expectations	✦ ✦ ✦ ✦
Interventions	✦ ✦ ✦ ✦

How is content being delivered? 🚚

DIFFERENTIATION
Good differentiation ☐
Area to improve ☐

WAYS OF WORKING
👤 Self | 👥 Peer | 👥 Group

QUESTIONING
Teachers' questioning is
Strong ☐   Capable ☐
Needs developing ☐

Students' questioning is
Strong ☐   Capable ☐
Needs developing ☐   **?**

Leaders of the learning
Teacher ——————— Student
|———————|———————|

Learning is
Kinaesthetic ☐   Auditory ☐
Visual ☐

Activities show
Evidence of good planning ☐
Little evidence of planning ☐
No evidence of planning ☐

ASSESSMENT: How does the teacher know they know?

👤 Self | Peer | Class | Marking | Verbal feedback | Hands up ✋

Pupil Progress...

	Rapid & sustained	Good	Average	Inadequate
All	☐	☐	☐	☐
Most	☐	☐	☐	☐
Some	☐	☐	☐	☐
Few	☐	☐	☐	☐

NOTES

"FEEDBACK"	Targets for next observation