

MAIN SCHOOL EVALUATION FORM

1 page

Identify as appropriate		Lesson observation	Work scrutiny				
Inspector's initials and form number	Day	Subject/activity	NC Year(s)	Class name	Number of boys	Number of girls	Time taken (minutes)
OL		History					
Context in full See overleaf.							
Achievement (+ or – for relative strength/weakness and associated comment in text) [+] Subject knowledge [+] Subject skills [+] Application of knowledge, skills, understanding [+] Subject understanding [+] Achievement of different groups (eg, SEND (note any statements), EAL, most able/G&T) Judgement/illustration Ability to link concepts with the 'Harry Potter' really good to see a response from everyone : SEND/EAL Grade 1							
Learning (+ or – for relative strength/weakness and associated comment in text) [+] Literacy/speaking skills [+] Numeracy skills [+] ICT skills [] Reasoning [+] Organisation [+] Independence/initiative [+] Co-operative learning [] Application/perseverance [+] Enjoyment [+] Volume of work [+] Presentation of work [] Use of resources Judgement/illustration First response of pupils was that they had an emotional response to the topic. There was a really high level of engagement of all girls in this piece of work. Grade 1							
Teaching (+ or – for relative strength/weakness and associated comment in text) [+] Enables progress [] Fosters application [+] Teacher's knowledge [+] Lesson planning [+] Teaching methods [+] Management of time [] Assessment of learning [+] Provision for different needs [+] Use of resources [] Assessment 'informs planning' [+] Encourages good behaviour Judgement/illustration It was evident that everyone was making progress during the lesson and understanding the concepts. There were signposts as to where this would be leading in future lessons. Really high levels of energy. Grade 1							
Contribution to broader education (+ or – for relative strength/weakness and associated comment in text) [+] Curriculum [+] SMSC development [] Accommodation [] Library [] Resources [] Pastoral care/welfare [] Links parents/community [] Voluntary service [] Work experience [] Governance and management Judgement/illustration Lots of links to the wider curriculum : trips (Beech Grove), etc. Really good assessment task and an example.							
Explanation/rationale: relationship between all three of Teaching, Learning and Achievement							
Note of professional dialogue (points communicated or emerging in discussion)							
Strengths: A fantastic lesson engaging and inspiring.				Points for discussion: How can we get all colleagues to deliver such high energy lessons? Time when discussion was held:			
Grades: 1 = excellent/high (quality/rate of), 2 = good, 3 = sound, 4 = unsatisfactory							

THE MOUNT

LESSON OBSERVATION FORM

Member of Staff Observing	Member of Staff Being Observed	Date	Subject/Activity	Year	Class	Number of Pupils	Length of Observation
HS	RLL	6/3/14	History	9	X	13	55 mins
Context in Full							
What makes someone historically significant? Lesson following a study of wasa both in overview & via individual experience.							
Achievement (+ or - for relative strength/weakness and associated comment in text)							
[+] Subject Knowledge		[+] Subject Skills		[+] Application of Knowledge, Skills, Understanding			
[+] Subject Understanding		[+] Achievement of Different Groups (eg SEND, Statements, EAL, Most Able/G&T)					
Judgement/Illustration							
Engaging starter in which all contributed. Great pace & time to starter to make learners feel positive & challenged. Advanced understanding of the slippery concept of significance allowed ALL to stage scaffolded learning. Lesson started where they were & moved them on. Via Q-ing & via Grade: 1							
Learning (+ or - for relative strength/weakness and associated comment in text)							
[+] Literacy/Speaking Skills		[+] Numeracy Skills		[+] ICT Skills		[+] Reasoning	
[+] Organisation		[+] Independence/Initiative		[+] Co-Operative Learning		[+] Application/Perseverance	
[+] Employment		[+] Volume of Work		[+] Presentation of Work		[+] Use of Resources	
Judgement/Illustration							
Students encouraged to develop thinking orally via Q-ing, before put on paper. Encouraging to think & experiment with ideas. Encouraged to read & discuss in pairs & as whole class. Work in source encouraged connecting symbolism to knowledge. Clear guidance on amount & presentation of work. Girls encouraged to apply selves until all parts of a source teased out. Grade: 1							

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07.03.14

Teaching (+ or - for relative strength/weakness and associated comment in text)							
[+]	Enables Progress	[+]	Fosters Application	[+]	Teacher's Knowledge	[+]	Lesson Planning
[+]	Teaching Methods	[+]	Time Management	[+]	Assessment of Learning	[+]	Provision for Different Needs
[+]	Use of Resources	[+]	Assessment	[+]	Encourages Good Behaviour		
'informs planning'							
Judgement/Illustration							
Very well structured lesson with a variety of teaching methods eg pair work, picture source work, etc. Learned & encouraging manner. Use of ppt, textbook, teacher talk etc. Would my knowledge of girl's world & class be lost? What help was - the best thing is that it would not be lost to an outsider like health needs. Ongoing assessment & adaptation to learners' needs via Q-ing, circulating etc.							
Contribution to Broader Education (+ or - for relative strength/weakness and associated comment in text)							
[+]	Curriculum	[+]	SMSC Development	[]	Accommodation	[]	Library
[]	Resources	[]	Pastoral Care/Welfare	[+]	Links Parents/Community	[]	Voluntary Service
[]	Work Experience	[]	Governance and Management				
Judgement/Illustration							
Concept of shop where people are historically significant & they there are attributed that significance is also part of citizenship education. The examples of people girls introduced to are part of UK 'cultural capital'. Amending editing used in paragraph.							
Explanation/Rationale: Relationship between all three of Teaching, Learning and Achievement							
A well-structured & clearly thought out lesson enabled all students to achieve by learning new knowledge, esp. of Churchill, & a better understanding of the 2nd order concept of historical significance.							
Note of Professional Dialogue (Points communicated or emerging in discussion)							
Strengths:				Points for Discussion/Improvement:			
• Constant assessment for learning.				• How do we get the knowledge level up over Y7-9?			
• Girls clearly engaged & enjoying learning.				• Do we need to do this over 2 lessons & both at Churchill & what he has been used for the significance 1945 → .?			
• Obvious learning of knowledge & skills.							
Grades: 1 = excellent, 2 = good, 3 = satisfactory, 4 = unsatisfactory							

* 14/11 - See lesson plan. Could we ask Rlt to share her expertise in ~~these~~ this accelerated learning planning?