**Use this form for each lesson that you observe during your Pupil Shadowing Task**

Date of observation Click or tap to enter a date. Year group Click or tap here to enter text.

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| **Start of lesson** |
| How promptly did the lesson start? | Click or tap here to enter text. |
| How many latecomers were there? | Click or tap here to enter text. |
| What did the teacher do to deal with them? | Click or tap here to enter text. |
| **Settling the group** |
| How did the teacher establish a working atmosphere? (Notice hats, coats, bags, planners, books, equipment, chewing gum, noise level, seating, centre of attention etc.) | Click or tap here to enter text. |
| How did the teacher communicate the lesson objectives? | Click or tap here to enter text. |
| **Direction Transitions** |
| Was there a starter and how long did this take? | Click or tap here to enter text. |
| How many changes of activity were there? | Click or tap here to enter text. |
| How did the teacher communicate that a transition would occur? | Click or tap here to enter text. |
| How did the change of activity affect the students? (attention, motivation etc.) | Click or tap here to enter text. |
| How were plenaries used during the lesson? | Click or tap here to enter text. |
| **End of Lesson** |
| *Did the teacher review or discuss their achievement of the lesson objectives?* | Choose an item. |
| *Did the teacher set homework?* | Choose an item. |
| *If yes to either or both say how long it took and explain how it was done (e.g. OHP, board, handout, orally etc.)* | Click or tap here to enter text. |
| If equipment was returned say how it was organised and checked in. | Click or tap here to enter text. |
| How did the teacher dismiss the class? | Click or tap here to enter text. |
| **Reflection:** |
| How was behaviour managed in this lesson: |
| Click or tap here to enter text. |
| How do you know that the pupils were Learning: |
| Click or tap here to enter text. |
| What will you take away from this lesson?: |
| Click or tap here to enter text. |