

Observation pro-forma

Observation Proforma:

Observing experienced teachers both inside and outside of your department can be very useful. Separate teaching from learning and highlight anything that raises a question or an action for yourself.

Subject:	AP Computer Science A
----------	-----------------------

Time	Teaching	Impact on students
8:05AM	<p>What is the teacher doing? BFL/AFL/Other?</p> <p>Teacher asked students to spend 3 minutes to chat with other students about the content learned in the previous class. The teacher tries to involve all the students</p>	<p>How do students respond? What is the impact on the class? How does it help/hinder progress?</p> <p>Students it together and talks about the content learned in the past lesson</p>
8:08	<p>The teacher asks to share what they got from the previous lesson</p>	<p>A few students were cold called and they give verbal contributions.</p>
8:10	<p>The teacher introduces the learning objectives and give a brief introduction of the lesson</p>	<p>Students are attentive in class.</p>
8:12	<p>The teacher proposes a game where the students need to fill the games.</p>	<p>The students contribute answering the questions of the teacher.</p>
8:15	<p>The teacher answers a question raised by a student who is trying to understand how an array changes during an iteration. The teacher encourages the students to ask more questions.</p>	<p>The majority of the students are attentive to the teacher explanation.</p>
8:20	<p>The teacher groups students to start an activity. The activity asks the students to think how to improve a project they worked in the past.</p>	<p>The students work together to the problem.</p>
8:25	<p>The teacher investigates on the outcomes of the student's collaboration.</p>	<p>Soon after, when prompted by the teacher the students answer questions.</p>
8:30AM	<p>The teacher introduces a coding challenge, to do independently by the students. The teacher walks around to monitor and help students.</p>	<p>All the students work on the task, the students who need more help are supported by the students.</p>

Summary- don't feel like you need to complete every box, just use this space to capture any key points	
<p>Pace / Progress Did pupils make good progress? How do you know? What was the pace of the lesson like?</p>	<p>Yes, pupils made good progress across the lesson. This was evident through their ability to recall prior learning during the initial peer discussion and respond accurately when cold-called. Most pupils were able to articulate ideas and engage meaningfully with tasks.</p> <p>The pace was well balanced. The lesson moved smoothly between discussion, teacher input, collaborative work, and independent practice.</p>
<p>Behaviour management How did behaviour impact on learning (+ or-). What approach did the teacher take?</p>	<p>Behaviour had a positive impact on learning. Pupils were attentive and cooperative throughout the lesson. The teacher promoted engagement by involving all students in discussion, using cold calling, encouraging questions, and setting clear expectations for group and independent work.</p>
<p>AFL</p>	<p>The teacher used multiple AFL strategies, including:</p>

Observation pro-forma

What strategies did the teacher use to assess pupil understanding before and during the lesson?	<ul style="list-style-type: none">• Peer discussion to activate and assess prior knowledge• Cold calling to check understanding across the class• Whole-class questioning during explanations• Circulating during group and independent tasks to monitor understanding and provide feedback.
Adaptive Teaching Did the teacher show signs of changing activities or changing content within the lesson to support pupils?	Yes. The teacher adapted support in response to pupil needs by pausing to address a student's question in more depth and encouraging further questions.
Other Was there a TA in the room? Did the teacher have some creative uses of technology / resources? Any other comments?	No TA in the room.