

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 Pre-English
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Time	Teaching	Impact on students	Notes
11:50	What is the teacher doing? BFL/AFL/Other? Teacher starts with recall about the previous class.	How do students respond? What is the impact on the class? How does it help/hinder progress? Students answer briefly	Do you want to ask the teacher any questions about this? Do you want to highlight this as something you think you should try?
11:55	Start with a context, shows an image to the students, the students are supposed to think about an answer for a minute,	Students discuss among each other in Chinese.	
11:56	The teacher asks cold questions to several students	The students give their contribution and answer the teacher's questions.	
12:00	Teacher hands a worksheet to the students, and asks a student to read aloud the poem in the worksheet.		
12:05	The teacher asks a couple of students to perform a reading activity in the class, reading simultaneously.	All other students are listening and carefully follow on their worksheet what is read by the two students.	
12:10	Teacher asks students about unknown vocabulary. Students need to respond with thumb up	All the students participate and contribute to teachers question.	
12:12	Teacher asks students to discuss with their neighbour, answering questions displayed on the board.	The students talk to each other. Overall there is a nice atmosphere in the class.	
12:15	The teacher enquires the students, asking what the students thought about a particular aspect of the poem.	The student answered, but in general there are all willing to answer and give their contribution.	The teacher presented a very nice approach, making comparison between different poems and how these poems relate to each other
12:20	Teacher model the lesson, explaining key words in the poem that reveal the true meaning of the characters behaviour.	Students fully involved in the class.	
12:25	Teacher introduces dramatic irony; the teacher relates that to the poem just read. Students are required to write a few lines poem about some details on an event	Again all students participate and give contribution. Students take time to think and then work on the task asked by the teacher.	

Summary- don't feel like you need to complete every box, just use this space to capture any key points	
Pace / Progress Did pupils make good progress? How do you know? What was the pace of the lesson like?	Pupils made clear progress throughout the lesson. This was evident in their increasingly confident responses, deeper interpretations of the poem, and their ability to apply new concepts such as dramatic irony in a short written task. The pace was well judged, with a balance between discussion, modelling, and independent work
Behaviour management	Behaviour was very positive and supportive of learning.

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How did behaviour impact on learning (+ or-). What approach did the teacher take?	Students were attentive, respectful, and willing to participate. The teacher maintained a calm, inclusive atmosphere and set clear expectations, which encouraged high levels of engagement and contribution.
AFL What strategies did the teacher use to assess pupil understanding before and during the lesson?	A wide range of AFL strategies were used effectively, including recall questioning, cold calling, thumbs-up checks, pair discussion, and targeted questioning. These strategies allowed the teacher to continuously gauge understanding and adjust questioning to deepen learning.
Adaptive Teaching Did the teacher show signs of changing activities or changing content within the lesson to support pupils?	The teacher demonstrated adaptive teaching by varying activities (visual stimulus, discussion, reading aloud, modelling, writing) to meet different learning needs.
Other Was there a TA in the room? Did the teacher have some creative uses of technology / resources? Any other comments?	No TA was present.