# Appendix VII: Lesson observation form for expert colleague observing Student Teachers (upload to pebblepad)



**Lesson dialogue record (LDR)**

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| Documents to be provided in advance of the lesson by the Student Teacher: |
| Lesson plan (to be annotated on by observer) |  |  | Resources (as appropriate)  |  |
| Information on pupil groups (SEND; EAL; able; FSM/PP)  |  |  | Seating plan (as appropriate) |  |
|  |  | Annotated version of previous lesson plan and evaluation (as appropriate) |  |

Part A: To be completed by the Student Teacher before the lesson:

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| Name |  | School |  |
| Subject area |  | Date of  |  |
| Time of lesson |  | Sequence of lesson |  |
| Observer |  | Key stage/ Year group |  |
| Teaching space |  | Number of pupils |  |
| Professional Learning Foci (related to the Tracking Progress Document and taken from the WPLR |
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Part B: To be completed by the observer after the lesson:

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| Summary comments on the extent to which the lesson ILOs have been met. Also where appropriate, comment in relation to the curriculum components (Professional behaviours and responsibilities, Subject, pedagogical and curricular knowledge, How children learn, Planning for learning, Adaptive teaching and Inclusion, Assessment of children, Managing behaviour and the environment for learning) |
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| Summary comments on how the student teacher has demonstrated progress in relation to their Professional Learning Foci. |
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| Comments to inform next week’s Professional Learning Foci (to guide discussion in WPLR meeting) |
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| **Post observation discussion with observer and student teacher** |
| In post lesson discussion please consider the most successful aspects of the lesson (up to three), how effectively the student teacher addressed their lesson observation focus and how their practice was informed by learning from university sessions.In discussion with the student teacher, identify up to three areas for development to inform their future teaching / reflective review targets, linking these to the relevant curriculum component. |