

UWE Bristol Mentor/Tutor Lesson Observation Form

This form is designed to be used for mentor or tutor observation of UWE student teachers. Targeted observations are encouraged, where timely feedback is then discussed with the student to inform future development.

Please refer to the below in the qualitative feedback. The colour codes indicate the UWE Progress Matrix areas.

Potential target criteria:

TS1: Set high expectations which inspire, motivate and challenge pupils / **BEHAVIOUR MANAGEMENT**

TS2: Promote good progress and outcomes by pupils / **PEDAGOGY**

TS3: Demonstrate good subject and curriculum knowledge / **CURRICULUM**

TS4: Plan and teach well-structured lessons / **PEDAGOGY**

TS5: Adapt teaching to respond to the strengths and needs of all pupils / **ADAPTATION**

TS6: Make accurate and productive use of assessment / **ASSESSMENT**

TS7: Manage behaviour effectively to ensure a good and safe learning environment / **BEHAVIOUR MANAGEMENT**

TS8: Fulfil wider professional responsibilities / **PROFESSIONAL BEHAVIOURS**

INTENT

Student: John Pinho	Date: 21/11/23
Placement: PGP A	Group Profile: 25 children

Has the student provided a detailed lesson plan prior to observed lesson? Yes

Learning Objectives:

Understand the causes of Earthquakes.

Primary focus of the Observation (based on student's SMART targets, or selected from target criteria above):

Adapting learning for LA

Making use of school's behaviour systems.

Place in a Sequence of Lessons:

Lesson 7 of 11

POST-OBSERVATION SUMMARY

Agreed Strengths:	Agreed Areas for Further Focused Development:
<p>Good subject knowledge, including use/teaching of key vocabulary.</p> <p>Use of a variety of formative assessment methods to check understanding of what you are teaching.</p> <ul style="list-style-type: none"> - True or false, multiple choice, predict 	<p>Think carefully about timing of lesson so you don't run out of time.</p> <p>Make sure you are using Dojos to reward what you are looking for.</p>

Signed Student Teacher:	Signed Mentor:
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Qualitative Mentor Feedback

Links to
Targeted Criteria
(TS or UWE PM)

You made use of signals to get the children's attention and used specific praise for children engaging in the whole class teaching.

You included a do now and added a competitive element to it, which really engaged the children in retrieval.

You demonstrated good subject knowledge, including key vocabulary relating to earthquakes.

You included a variety of information for the children in the lesson to develop their understanding, including video, maps, diagrams and written information.

You made use of a range of formative assessment techniques to check children's understanding of what you were teaching and these engaged the children and were accessible for all.

- True or false
- Predict what will happen
- Multiple choice
- Labelling.

You modelled the first task so that all children were able to access this.

For the definition task it would be worth trying this out yourself before teaching the lesson so you can spot any points of difficulty for the children.

You did run out of time because PSHE overran, take care to watch the time so you don't end up rushing.