

Newly qualified teachers

# Lesson observation tool

# Introduction

This lesson observation tool is useful for considering effective planning and teaching to support pupils with special educational needs (SEN) and/or disabilities.

It can be used:

- to focus on particular aspects of inclusive practice at particular times
- by NQTs as a self-audit tool
- to focus on a specific area of SEN/disability practice that an NQT would benefit from developing, and
- to support discussion between an NQT and the induction tutor, mentor and/or special educational needs coordinator (SENCO) about next steps in learning for a pupil and interventions that may be used to help them.

	Standards	Evidence	Strengths	Areas for development	Action points
<b>Maintaining an inclusive learning environment</b>					
Can all the pupils see and hear the NQT and any resources they are using, eg background noise avoided where possible, light source in front of NQT not behind, pupils' seating carefully planned?	C18 C37 C38				
Are pupils provided with and regularly reminded of resources to help them be independent, eg relevant material from whole-class session kept on display, word lists, dictionaries of terms, glossaries, number lines, tables squares?					
<b>Multi-sensory approaches, including ICT</b>					
Is there use of multi-sensory teaching approaches (visual, verbal, kinaesthetic)?	C10 C17 C26 C27 C28				
Has the NQT planned alternatives to paper and pencil tasks, where appropriate?	C29				
Does the NQT make effective use of ICT to remove barriers, eg speech or sign-supported software, on-screen word banks, predictive word processing?					
Is there use of visual and tangible aids, eg real objects, signs/symbols, photographs, computer animations?					

	Standards	Evidence	Strengths Areas for development Action points
<b>Multi-sensory approaches, including ICT continued</b>			
Is scaffolding used to support learning (eg problem-solving grids, talk and writing frames, clue cards)?	C10 C17 C26		
Does the NQT find ways of making abstract concepts concrete, eg word problems in mathematics turned into pictures, acted out, or modelled with resources?	C27 C28 C29		
<b>Working with additional adults</b>			
Are the adults who are providing support clear about what the individual or group is to learn, and how to assess that it has been learnt?	C4 C5 C6 C20		
Where extra adult support is available for pupils with SEN and/or disabilities, is it deployed in ways which promote independence, protect self-esteem and increase pupils' inclusion within their peer group?	C40 C41		
<b>Managing peer relationships</b>			
Over time, does the NQT employ a variety of pupil groupings so that pupils are able to draw on each other's strengths and skills?	C1 C4 C10 C29e		
Has the NQT made arrangements (eg buddying, adult support, taping) where necessary to ensure that all children can access written text/instructions?	C32 C33		
Does the NQT involve pupils with SEN and disabled pupils, with appropriate support, in considering task objectives and their evaluation with their peers?			

	Standards	Evidence	Strengths Areas for development Action points
<b>Adult-pupil communication</b>			
Are interactive strategies used, eg pupils having cards to hold up, or their own whiteboards, or coming to the front to take a role?	C4 C6 C10 C15		
Does the NQT understand the importance of using a pupil's preferred communication style?	C29c C29d		
Is new or difficult vocabulary clarified, written up, displayed, returned to?			
Does the NQT check for understanding of instructions, eg by asking a pupil to explain them in their own words?			
Are tasks clearly explained/ modelled, task cards or boards used as reminders, and the time available and expected outcomes made clear?			
Does the NQT give time/ support before responses are required, eg personal thinking time, partner talk, persisting with progressively more scaffolding until the pupil can answer correctly?			
Are questions pitched so as to challenge pupils at all levels?			
Does the NQT work directly with lower attaining groups/ pupils with SEN or disabled pupils, as well as with more able groups? Is this planned to meet the stage in learning of the pupils?			

	Standards	Evidence	Strengths Areas for development Action points
<b>Formative assessment/assessment for learning</b>			
Has the NQT identified appropriate and differentiated learning objectives for all learners?	C1 C12 C13 C18 C19 C28 C29b C29e		
Is use made of tasks that are simplified/extended, eg short, concrete text used by one group and long, abstract text by another, numbers up to 100 by one group but up to 20 by another?			
Are all learners involved in monitoring their own progress?			
Are tasks made more open or more closed according to pupils' needs?			

	Standards	Evidence	Strengths	Areas for development	Action points
<b>Motivation</b>					
Is appropriate behaviour noticed, praised or rewarded and the reason given for the praise or reward?	C1 C2 C10 C17 C27				
Is the contribution of all learners valued? Is this a secure and supportive learning environment where there is safety to have a go and make mistakes?	C29 C30 C32 C33 C34				
Has the NQT explored the strengths and interests of those in the class to help plan lessons?	C39				
Has the NQT made appropriate use of ICT to increase motivation?					
<b>Memory/consolidation</b>					
Does the NQT encourage the use of memory aids, such as wallcharts and posters, memory cards and other devices, for those who benefit from them?	C28 C29b C33 C34 C35 C36				
Does the NQT work with pupils, particularly those for whom working memory is an issue, on developing their own learning strategies?					

# Discussion prompts to use with NQTs following lesson observations

The discussion prompts below offer a structure for giving feedback to NQTs on their practice following lesson observation. The prompts are related to the core standards and the template has space to record strengths, areas for development and action points following discussion with a tutor, mentor or SENCO. The prompts may also be helpful in discussing aspects of the core standards that may not be obvious from lesson observations.

Prompts	Strengths Areas for development Action points
<p>How did you use assessment information, individuals' education plans and data on pupils' attainment levels and targets to help you plan for this class? (C11, C13, C18, C19, C26)</p>	
<p>Who did you work with when planning for this class? Did you have any access to advice, support or any particular information to help you plan for the pupils with SEN and/or disabilities? (C11, C12, C13, C26)</p>	
<p>Have you had any discussion with pupils with SEN and/or disabilities, or their parents or carers, about work in this class? (C1, C4, C5, C6)</p>	
<p>Say a bit about how you used your knowledge of particular types of SEN – eg check approach to speech, language and communication needs (SLCN)/behavioural, emotional and social difficulties (BESD) – to influence your planning. (C18, C19, C20, C21, C29)</p>	



Prompts	Strengths Areas for development Action points
<p>How did you decide to deploy the teaching assistant (if present) in the lesson? What was the thinking behind that? How did you monitor the efficacy of the teaching assistant during the lesson? (C5, C6, C20, C29)</p>	
<p>How did you arrange for any additional adults/teaching assistants present to let you know about successes/issues with understanding in the lesson? (C5, C6, C20, C41)</p>	
<p>Are there pupils you are concerned about in the class – a child or group – not achieving their potential? What makes you think this? What have you done about it? What do you think the next steps are in that child's/group's learning? (C12, C13, C19, C21)</p>	
<p>What progress did you notice the pupils making in the lesson? How will that inform your planning in future? (C31, C32, C33, C34)</p>	
<p>What evidence do you have that the planned learning outcomes for the lesson/activity were appropriate for any disabled pupils/pupils with SEN in the class? (C13, C14, C25, C35, C36)</p>	