**TEACHERS’ STANDARDS** – FORMAL LESSON OBSERVATION PROFORMA

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| **TEACHERS’ STANDARDS** |  | **Beginning**  | **Developing** | **Embedded** | **Transforming** |
| **1** | Safe, stimulating environment rooted in mutual respect |  |  |  |  |
| Goals that stretch challenge pupils of all backgrounds / abilities |  |  |  |  |
| Positive attitudes, values and behaviour which are expected of pupils |  |  |  |  |
| **2** | Accountable for pupils’ attainment, progress and outcomes |  |  |  |  |
| Aware of pupils’ capabilities prior knowledge, plan teaching to build  |  |  |  |  |
| Guide pupils to reflect on the progress they have made |  |  |  |  |
| Demonstrate knowledge and understanding of how pupils learn |  |  |  |  |
| Encourage pupils to take a responsible / conscientious attitude to their own work  |  |  |  |  |
| **3** | Secure knowledge of the relevant subject(s) maintain pupils’ interest in the subject, address misunderstandings |  |  |  |  |
| Take responsibility for promoting high standards of literacy /correct use of English |  |  |  |  |
| **4** | Effective use of lesson time |  |  |  |  |
| Promote a love of learning |  |  |  |  |
| Set homework to consolidate and extend knowledge and understanding |  |  |  |  |
| Reflect on effectiveness of lessons |  |  |  |  |
| **5** | Know when and how to differentiate appropriately |  |  |  |  |
| Secure understanding of how range of factors can inhibit pupils’ ability to learn, and how best to overcome these |  |  |  |  |
| Demonstrate awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils including SEN, EAL, Stretch etc. |  |  |  |  |
| Distinctive teaching approaches to engage and support them |  |  |  |  |
| **6** | Formative and summative assessment used to secure pupils’ progress |  |  |  |  |
| Use relevant data to monitor progress, set targets, and plan subsequent lessons |  |  |  |  |
| Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback |  |  |  |  |
| **7** | Clear rules and routines for behaviour in classrooms |  |  |  |  |
| High expectations of behaviour, framework for discipline with range of strategies, using praise, sanctions and rewards consistently and fairly |  |  |  |  |
| Manage classes effectively |  |  |  |  |
| Maintain good relationships with pupils |  |  |  |  |