

# Observation Feedback

<b>Probationer Name</b>	
<b>School, Stage, Subject/Theme</b>	
<b>Observer Name, Role</b>	
<b>Date &amp; Time</b>	
<b>SFR: PROFESSIONAL SKILLS AND ABILITIES</b> <i>Highlight the key focus areas (Max 2)</i>	<b>Strengths:</b>
<b>3.1 CURRICULUM &amp; PEDAGOGY</b> <ul style="list-style-type: none"><li>● 3.1.1 Plan effectively to meet learners' needs</li><li>● 3.1.2 Effectively utilise pedagogical approaches and resources</li><li>● 3.1.3 Effectively utilise partnerships for learning and wellbeing</li><li>● 3.1.4 Effectively employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning</li></ul>	
<b>3.2 THE LEARNING CONTEXT</b> <ul style="list-style-type: none"><li>● 3.2.1 Effectively organise and manage learning</li><li>● 3.2.2 Effectively engage learner participation</li><li>● 3.2.3 Build positive, respecting relationships for learning</li></ul>	<b>Areas for development:</b>

<b>Next Steps:</b>
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## Examples of Challenge Questions for use during Professional Dialogue

### **3.1.1 Meeting Learners' Needs**

*Is it clear what the pupils are expected to learn, and how they will be assessed?*

*Does the lesson take account of prior learning?*

*How is the progress of each learner tracked?*

*Are there clearly stated Learning Intentions, Success Criteria and Assessment strategies?*

*Do learning activities develop learners' creativity?*

*Has there been an effective use of resources?*

### **3.1.2 Pedagogical Approaches and Resources**

*Has consideration been given to an effective learning environment?*

*Has the lesson been differentiated appropriately to meet the needs of all learners?*

*Is there effective use of digital resource?*

*Do groups provide an opportunity for all learners to take part? Do group members work collaboratively?*

*Active learning approach?*

*Are resources well organised?*

*Are the learners asked a range of different types of questions? Are there opportunities to challenge assumptions?*

### **3.1.3 Partnerships for Learning & Wellbeing**

*Has the use of support staff been planned effectively?*

*How effective is pupil voice?*

*Are learners encouraged to be part of the local/global community?*

*What opportunities are there to develop skills for learning, life and work?*

*Are there aspects of the CES (Career Education Standard) incorporated into the lesson?*

### **3.1.4 Employ Assessment, Evaluate Progress, Recording and Reporting**

*How are the principles of formative assessment incorporated into the lesson? Are they appropriate to the needs of all learners?*

*Are pupils engaged in self/peer assessment?*

*Assessment information is recorded in a systematic and meaningful way.*

### **3.2.1 Organise and Manage Learning**

*Is there evidence of a welcoming and inclusive environment?*

*Is the classroom well organised; is it a safe environment with regards to Health & Safety?*

*Are learners encouraged to be independent learners?*

*Are group members given ownership of their learning?*

*What measures are there to ensure group learning is clear? How is group progress monitored?*

*Is there effective use of differentiation? What support is available for learners with additional support needs?*

*Do the selected resources enhance learning and teaching? Evidence of digital?*

*Does pupil learning reflect the aims of Learning for Sustainability?*

### **3.2.2 Engage Learner Participation**

*How effective is pupil voice?*

*Do pupils feel included, are they ready to learn?*

*Do learners participate in decision-making through different approaches?*

*Play-centred/pupil voice/class charter/learning partnership agreements.*

*How evident are the nurture principles within the ethos of the classroom?*

*What evidence is there of positive relationships with learners?*

*Barriers to learning are identified and responded to appropriately.*

### **3.2.3 Build Positive, Rights-respecting Relationships**

*Are expectations shared for what is regarded as acceptable behaviour? Are approaches taken consistent?*

*Are learners encouraged to take responsibility for their own behaviour?*

*Are there strategies in place to avoid conflict?*

*Is there evidence of a fair and consistent approach with learners?*

*Are the pupils positive about the experience in the lesson?*

*Pupils are encouraged to have high expectations of their own ability. Pupils display confidence in their ability.*

*Is there evidence of effective communication with learners?*

*There is evidence of a respectful working environment. Learners show respect for themselves and others.*

*Is there evidence of learning conversations with pupils? Do they know what they are learning and can talk about their learning?*

*Results of assessment are used to identify development needs & next steps.*