LIVERPOOL HOPE UNIVERSITY

Science Subject Specific Lesson Observation Form

Trainee:	Date:
Year group:	Lesson:
School/setting:	Observer:
Lesson Focus:	
Subject specific/classroom practice and pedagogy target (s) from previous observation/weekly meeting:	

Progress towards previous target(s)

Please consider the prompts at the bottom of the page to support you in the writing of your subject specific feedback.

Areas of clear strength with **science** understanding. Using the **science** curriculum consider what the trainee knows, understands and can do.	Next steps to develop **science** understanding. Consider what opportunities the trainee can be offered to support these targets.
Areas of clear strength with **pedagogical** understanding	Next step to develop **pedagogical** understanding.

Please ensure this lesson observation forms part of the discussion during subject mentor meeting, linking the feedback to the university programme of study and progress made against tutor and mentor targets.

Prompts for Science subject specific feedback
High Expectations and Managing Behaviour ● Trainee creates a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine ● Trainee establishes and maintains a supportive and inclusive environment, utilising the school system of reward and sanction in the classroom
Science Specific Oracy and Literacy (and numeracy) ● Oracy is meaningfully embedded and positively impacts on engagement and learning ● Scientific vocabulary is introduced and modelled competently ● Debate and discussion actively engage learners to develop scientific vocabulary, language and conventions ● Intentional and consistent language that promotes challenge and aspiration is evident ● Teaching supports learners in understanding how to improve their subject specific reading and writing ● Numeracy is evident where appropriate

Classroom Pedagogy and Practice in Science

- Learning is linked to prior scientific knowledge.
- Learning is placed into context, promoting enthusiasm for science.
- Scientific explanations are clear.
- The Trainee models their thought processes (e.g. solving scientific problems, demonstrating a practical).
- There are opportunities for guided practice.
- There are opportunities for independent practice.
- Students reflect on their learning.
- The Trainee has high expectations for all students; adapting the lesson to meet students' needs and scaffolding appropriately.
- Diagrams and images are used to support learning (e.g. dual coding)

Subject and Curriculum Knowledge

- The Trainees' subject knowledge is secure (both in their own and the other science specialisms).
- Common misconceptions are anticipated and misconceptions that arise are addressed.
- Abstract scientific concepts are taught through, for example, the use of models, analogies, demonstrations and practicals.
- The Trainee makes links to scientific concepts taught in other lessons.
- The Trainee demonstrates secure knowledge of the science curriculum, delivering a lesson at an appropriate level of challenge.
- Students understand where the lesson fits in their wider scheme of learning.

Science Practicals

- The practical is at a logical place in a sequence of learning and underpins students' substantive and disciplinary science knowledge.
- The environment is safe at all times.
- The Trainee effectively demonstrates the practical, or part of the practical.
- Students are grouped appropriately for practical work.
- Verbal and written instructions are clear.
- The practical is adapted for all students.
- There is sufficient time to consolidate learning.
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Assessment

- Prior knowledge is taken into account to ensure students progress in their knowledge, understanding and application of scientific concepts.
- Formative assessment takes place throughout the lesson.
- Teaching is adapted as a result of assessment during the lesson
- Trainees follow the Science Department assessment policy to provide purposeful and timely feedback (including homework).