

Name	Mentor	School	Class	Date
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Refining teaching
Managing the ... environment
Assessment
Differentiation
Subject knowledge and discipline
Four purposes for learners
Exploiting subject disciplines
Blended learning experiences
Real life, authentic contexts
Progression in learning
Cross-curricular themes
Influencing learners
Challenge and expectations
Listening to learners
Learners leading learning
Sustained effort and resilience
Reflection on learning
Welsh language skills

Overall progress in Pedagogy (in all lessons) Evaluative and summative comments with examples of teaching or learning.
You are beginning to establish effective relationships with all classes but need to learn names quickly – make this a current ongoing target.
Some relationships with individuals are really developing well. Despite CK's poor behaviour initially, she now trusts you and is responding well.
Your planning is conscientious and beginning to differentiate by allowing pupils to choose questions from the textbook (e.g. lesson on 12/11/19 year 9). However, progression between lessons needs more care.
Your learning objectives are not specific/clear enough. This leads to a lack of clarity when presenting the materials.
You need to ask for quiet and wait for quiet when presenting. This is also contributing to poor starts to lessons. Many pupils are not listening. Make sure you check they understand what they need to do next.
Your knowledge of the maths content is very good generally. You've also got to know the scheme of work and the maths GCSE specification very quickly – well done.

Learner progress Summarise all learners' progress over time in all lessons. Comment on all classes, individuals and groups.
In most classes, learners have made satisfactory progress.
Some pupils, those who can work independently and higher attainers, make good progress but the lower attainers need more support and often do not know what to do next and how to start a task.
The work on angle rules in year 8 was more successful as the tasks were clear, the pupils were able to build on their prior knowledge and most of them were able to complete the extension materials.
The number work being done by year 7 is not sufficiently challenging – think back to what you saw in the primary school on your visit.
In this lesson, pupils were mostly engaged with the task
CP did not progress – she already knows how to factorise using prime numbers. You must set alternative tasks for those who have already understood.
EJ needs additional help with reading.

Is the AT in need of enhanced support to progress? **No**

Focus (agreed prior to observation) Refer to handbook
Implement a concise start to the lesson and wait for silence
Present main task clearly alongside the learning objectives

Lesson Observation Analyse significant incidents, activities and planning relevant to the agreed focus. Refer to Learning.
The introduction was better and is beginning to be effective. You are now asking for quiet and you wait most of the time but you now need to follow this up and say well done to those who are quiet.
The presentation is still too long – use far less PowerPoint.
Your explanations are now clearer – your next step is to get the pupils to explain to the whole class and to each other. Think about how to blend your explanation with questions to check their understanding and to link more effectively with previous learning.
For example, your prompt "Give me an example of a prime number" was good (CP's response was interesting and revealed an advanced understanding) but could have been followed up with "Explain what a factor is" and then "How are primes and factors linked?".
Your learning objectives/success criteria are clear on paper but you are not yet conveying them effectively to the pupils. You need to clarify in your own mind what the pupils are going to do (e.g. how are they going to start the task?) and you should find out whether the pupils understand what they need to do next by asking questions.

Response to previous targets This summary should be based on the above including teaching seen in other lessons

- Your exposition is improving but needs further refinement.
- Differentiation is inconsistent and needs to be linked to analysis of and reflection on previous work/attainment.

Targets To be drafted with the trainee and not for the trainee.

- Plan questions and prompts to support exposition.
- Link task design to previous attainment.
- Ask for silence, wait for silence, and let pupils know when they are doing the right thing (behaviour).

The observed lesson was:

representative	not as effective as usual	more effective than usual
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Moderator

AT's Reflective analysis of teaching and learning

Progress in Pedagogy (200-300 words)

Give particular attention to the targets of the observed lesson.

Next steps (100 words)

What you need to do to improve, using your new targets as a focus

Pedagogy standards and references

Link these to your next steps

**Upload the completed form to the PLP using a Professional Experience Template, labelling it clearly (e.g. PAF 1).
Attach other relevant documents, including lesson plans, materials and evidence of pupils' learning.**