### Appendix E: Lesson Feedback Form

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| **Lesson Observation Feedback Guidance** | | | |
| An observation should typically follow the format below:   1. Prior to the observation: ensure that you and your RPT have identified an appropriate professional development focus. 2. During the observation: annotate their planning resources (such as a lesson plan) in relation to their identified focus and impact on children’s learning. It may be helpful to write down what happens when in the ‘observation notes’ section. Consider your use of evaluative language in this section – do use it to identify aspects of good practice and record in the ‘strengths’ section, connected to the curriculum strands - as well as record questions that might prompt reflection (e.g. ‘how might you re-organise the order of your instructions for the first activity?’) 3. After the observation: ask the RPT to reflect privately on the lesson. If you are an in-school colleague, you could give them time to annotate their own copy of their plan before your discussion. 4. Begin the post-lesson discussion with a question such as ‘What did you want the children to learn?’ Discuss the RPT’s reflections, contributing your own where appropriate (see further guidance for structuring lesson observation feedback conversations in the Mentor Handbook). Agree developmental targets and suggest some strategies that they can use to address them. 5. After the discussion: ensure that the RPT has a copy of any notes made this completed form. | | | |
| **University of Reading: Secondary Initial Teacher Education Partnership** | | | |
| **RPT:** |  | **Observer:** |  |
| **Date:** |  | **Class/group:** |  |
| **Professional development focus for this lesson/sequence of lessons:** | | | |
|  | | | |
| **How has the RPT addressed their development focus?** | | | |
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| **Observation notes**  *(Please use the space below to make notes on the lesson – if you provide analysis/comments within a commentary, please highlight these for the RPT’s ease and benefit)* |
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| **Observer Reflections on the RPT’s Lesson** | | | |
| What **support** was received by RPT in planning this lesson and how effectively have they worked with colleagues in planning, teaching and responding to feedback? | | Department lesson |  |
| Adapted department lesson |  |
| Non-department lesson |  |
| What are the **strengths** (and/or areas that have been improved) from previous observations?  (Where possible try to give subject-specific feedback and identify where the RPT has appropriately engaged with their ITE curriculum for this stage of the course): | | | |
| **Professional Behaviours and Teacher Wellbeing (CCF 8)** |  | | |
| **High Expectations and Managing Behaviour (CCF 1&7)** |  | | |
| **Subject and Curriculum Knowledge (CCF 3)** |  | | |
| **Planning, Teaching and Adaptive Practice (CCF 4&5)** |  | | |
| **Progress, Outcomes and Assessment (CCF 2&6)** |  | | |
| What **target**(s) would you like to see the RPT act on in future teaching?  (Where possible try to give subject-specific feedback) | | | |