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| --- |
| **Guidance on completing this form** |
| In carrying out a formal observation, you will need four documents:   1. A hard copy of the RPT’s planning for the observed activity; 2. A copy of the Assessment Descriptors for this placement (Final Placement Exemplification if final placement); 3. A copy of the Subject-Specific Good Practice Guide, open at the page for the subject you are observing; 4. A copy of this Observation Summary Form, with Section A completed in advance by the RPT. |
| An observation will typically follow the format below:   1. Prior to the observation: ensure that you and your RPT have identified an appropriate professional development focus\* in Section A. 2. During the observation: annotate their planning in relation to their identified focus and impact on children’s learning. 3. During the observation and subsequent discussion: use the Assessment Descriptors / Final Exemplification and relevant page of the Good Practice Guide to appraise the RPT’s subject knowledge and pedagogy, utilising these to inform your annotations. 4. 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. 5. Begin the post-lesson discussion with a question such as ‘What did you want the children to learn?’ Discuss the RPTs reflections, contributing your own where appropriate. Together, summarise your discussion on this Observation Summary Form, including the assessment of current progress. Draw on the subject-specific good practice guide to ensure at least one target is subject specific. 6. After the discussion: ensure that the RPT has a copy of any notes made and that you both get a copy of the agreed Observation Summary Form. |

**SECTION A Pre-observation preparation (to be completed in advance by RPT and supplied to observer(s)):**

**Name of RPT:** **School: Activity:**

**Date**: **Year group/ number of children:**

**Subject focus:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **The aspect of my professional practice I would like this observation to focus on:** | | | | | | | | | |
| **This aspect is part of my development in:** | | | | | | | | | |
| TS1 |  | TS2 |  | TS3 |  | TS4 |  | TS5 |  |
| TS6 |  | TS7 |  | TS8 |  | Part 2 |  |  |  |
| **My level of responsibility in planning this lesson:** | | | | | | | | | |

**SECTION B Summary notes (to be completed by the observer through discussion with the RPT):**

**Name(s) of Observer(s):**

|  |  |
| --- | --- |
| **The RPT’s independent reflections:**   1. Impact on children’s learning 2. Professional development focus | |
| **Additional reflections from the observer:** | |
| **Agreed strengths** (at least one must relate to the specific subject being taught)  *(Please draw upon the expectations for this placement in the Strand Assessment Descriptors /Exemplification)* | **Agreed targets** (at least one must relate to the specific subject being taught)  *(Please draw upon the expectations for this placement in the Strand Assessment Descriptors/Exemplification)* |
| At this stage of the training, this observation contributes evidence that this trainee is:  Making appropriate progress  Making limited progress  Displaying significant weaknesses in the following Strand(s):  Or  This observation was not typical of this RPT’s performance at the current time (please explain briefly) | |

\*See programme guidance for support on identifying appropriate foci for observations.