

Trainee: X	Observer:
Date: xxxx	Subject & lesson topic: Customer Service

Please focus on the curriculum threads **and not the standards** for target setting. 1-2 targets per lesson only. In phase 1 there is one pre-set target linked the BLUEPRINT

Curriculum threads focus as agreed at the weekly review meeting

Specific target (what?)	How will it be achieved in this lesson?
Modelling and praise	Modelling of teacher expectations using praise to acknowledge pupil effort and the progress being made (BM2)

Reminder of the threads

The positive opening gambit

Observer's comments. Comments might include reference to behaviour management, how pupils learn, adaptive practice, assessment and professional behaviours observed.

Questions for post lesson discussion:

Your lesson was well organised and thoughtfully planned. The lesson started positively as the room was well organised so pupils immediately engaged with the starter activity as we have been rehearsing (see target review below) (BM2). The PowerPoint and resources are excellent for this stage of your development as a teacher.

Positive opening question:

What did you enjoy about the lesson?

In this lesson there was a good balance of teacher talk and opportunities for pupils to work to think, pair and share answers in relation to the customer service scenarios (HPL7). You had considered prior knowledge and spent some time recalling what had been covered in the previous lesson. It would be even better with greater time for pupils to make notes. It was good to see a timer being used at the start of the lesson. Think about the sequence and time spent on of activities (HPL6).

How many 'chunks' were in the lesson? Could these have been shorter?

Do not repeat what is in each column but link them.

You have good presence in the classroom and naturally interact with the group. Think about where you stand when listening to answers from individuals and make sure that you have moved back to the front of the room before repeating the answer to the group so that all can hear. You also need to strengthen the interaction with pupils on the right-hand side of the room as these have been missed at times. Questioning is generally good, and questions are directed to the whole class before focusing on an individual. Think about adapting to meet the needs of all pupils (AT1). Questioning can be further developed by planning challenging questions for individuals when you know the class better. Challenge activities are indicated on some of the slides. Questioning as formative assessment is good as it links to the lesson objectives (A1).

Can you think of an example for student EH who is clearly very able?

This column 3-4 questions for the post lesson discussion

You are building a good relationship with pupils and use the seating plan effectively to use names in this class which are new to you. It would be even better if pupils who are late to lesson are challenged. Once the lesson got going you have high expectations making effective use of praise. This has been a key target this week – you are now acknowledging and praising pupil effort – emphasising the progress being made – well done (BM1).

How might you challenge pupils who are late to the lesson? What are the procedures to deal with this?

Have you been deliberately practicing aspects of the BLUEPRINT with the trainee? Refer to this.

Do not write a running commentary – focus on the strengths. Use questions to tease out the areas for development

Make sure you are using the grids in the Progression booklet – the language will help.

<p>Subject knowledge and pedagogy: Subject knowledge of customer service is excellent and high-quality explanations are both used by you and developed in pupils' written answers (SKP1). Some pupils understood the issues of why individualised communications should be incorporated into customised customer contract service but they were not given the opportunity to explore how this can be encouraged by managers. You may need to return to this next lesson so that the more able pupils (EH, LG, HH) have the opportunity to consider the impact managers could have on this process (HPL5).</p>	<p>How will you increase the challenge next lesson with practice and retrieval? (HPL)</p> <p>Focus on subject knowledge.</p>
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<p>Review of targets Modelling expectations (BM2)- having watched some of the department lessons this week and thinking about the moment-by-moment detail for the start of the lesson you were more focused due to improved organisation – well done. Having the resources on the table in advance communicated your expectations that they engaged from the onset. Improved use of seating plans also helped. Keep working on these explicit routines and procedures.</p>	
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<p>Summary of key strengths:</p>	
<ul style="list-style-type: none"> Quality of the PPT and resources (SKP2) Variety of activities with a balance between teacher talk and pupil-centred tasks (HPL5) Modelling of high expectations (BM3) 	<p>Review the targets. These will be what was agreed at the last weekly review</p> <p>Celebrate success. Use the Progression booklet to track progress. Reports should not be a surprise</p>

Areas for development - these should feed into the weekly review	Suggestions (2-3) for addressing 'how' each of the areas for development (refer to the Progression booklet)
<p>Questioning for the more able (How Pupils Learn and Assessment) (HPL6 and AT1)</p>	<p>On lesson plans script some high level synthesis or evaluative question for named individuals (HPL6) Observe colleagues to see how they use questions and then prompts to extend (AT1)</p>

Link to curriculum threads in the Progression booklet.

One or two targets only. Consider 2-3 strategies to address the target. Observing expert colleagues is useful.

Mentors should keep a copy of this form for their records. A copy must be given to the trainee within one day of the observation. This must be uploaded to PebblePad for subject tutors to review. Two formal observations are needed per week. Issues raised on this sheet will be discussed during post lesson conversations which goes beyond these notes.