



Evaluator:		Teacher:	
Date:	Class:	Subject:	No in Class:
Overall Grade:	Please note: Progress & Learning and Marking & Feedback are limiting factors in the overall judgement of the lesson. The lesson cannot be outstanding overall if either of these are not at least good.		

Lesson Evaluation Form

A. Planning for Independence		
<p align="center">Independent Learners</p> <p>Encouraging learners to be independent. Over a sequence of lessons, students will do most of the work (e.g. verbal, written, performance, creative) both individually and in pairs or groups.</p>	<p align="center">Thinking Skills</p> <p>Helping learners develop critical and independent thinking skills, allowing space for problem solving and innovation.</p>	<p align="center">Metacognition</p> <p>Providing regular opportunities for learners to recognise and strengthen the habits of ideal learning.</p>
Evaluative Comment (Cause → Effect)		

B. Learning Environment		
<p align="center">Learning Environment</p> <p>Creating a caring, encouraging and 'mindful' learning environment where expectations are high, lessons are structured and pupils thrive, take risks and receive praise.</p>	<p align="center">Flexible Classroom</p> <p>Adapting the learning environment to the context of the lesson and learners' needs (including the effective use of other adults, seating and resources).</p>	<p align="center">Passion and Enthusiasm</p> <p>Being infectiously passionate, enthusiastic and knowledgeable about the subject and learning.</p>
Evaluative Comment (Cause → Effect)		

C. Assessment & Feedback	
<p align="center">Reflective Learners</p> <p>Helping learners to suitably reflect on progress, develop resilience and respond to feedback.</p>	<p align="center">Success Criteria</p> <p>Sharing transparent success criteria and providing positive, precise and focused next steps.</p>
Evaluative Comment (Cause → Effect)	

D. Planning for Learning		
<p align="center">Meeting the needs of all learners</p> <p>Ensuring that the needs of all learners are met through effective teaching strategies. (Focus: HAPs, MAPs, CAPs, SEN, PP, CLA, ex-CLA & EAL)</p>	<p align="center">Range of Activities</p> <p>Motivating learners by planning meaningful activities and using engaging resources, including homework.</p>	<p align="center">Challenge</p> <p>Challenging learners to ask fitting questions and move beyond their comfort zone.</p>
Evaluative Comment (Cause → Effect)		

E. Skills	
<p>Skills</p> <p>Helping learners develop their broader communication, numeracy and SMSC skills</p>	
Evaluative Comment (Cause → Effect)	

Developmental Dialogue



	Outstanding (1)	Good (2)	Requires Improvement (3)	Inadequate (4)	Grade
Progress & Learning: must be at least good to award an outstanding lesson	Pupils make at least good progress, and some may demonstrate exceptional achievement. Pupils learn exceptionally well.	Nearly all pupils make good progress. Pupils learn well.	Most pupils make expected progress for their ability. Pupils' learning is satisfactory.	Pupils make limited progress and underachieve. Pupils' learning is limited.	
Attitudes	Pupils' high levels of engagement and commitment to learning are excellent. Attitudes to learning are exemplary.	Pupils are interested and engaged. Attitudes to learning are consistently positive.	Most pupils want to work hard and improve, some do not. Most pupils have a positive attitude to learning.	Teaching over time fails to engage, or interest individual pupils or groups of pupils including Disabled and SEN.	
Teacher Expectations	Consistently high...of all pupils.	High.	Sufficient for satisfactory progress.	Low.	
Sequence of learning and lesson outcomes	Pupils understand where this lesson fits into the sequence of learning and the expected outcomes.	Pupils know where this lesson fits into the sequence of learning and the expected outcome.	Pupils know the place of the lesson in the sequence of learning but may not be clear about expected outcomes.	Pupils do not know how this lesson fits into the sequence of learning and are unclear about the expected outcomes.	
Students know the progress they are making	Pupils have a clear understanding of the progress they are making and how to improve.	Pupils know the progress they are making and know what to do to improve.	Pupils know the progress they are making and have a general idea about how to improve.	Pupils are unclear about their progress. They are not aware of any target level/grade to be aiming for and do not know how to improve.	
Range of assessment strategies (including peer, self, teacher, questioning)	The teacher skilfully uses a range of assessment strategies to adjust learning. Effective questioning encourages pupils to explain their understanding.	The teacher uses assessment strategies to adjust learning. Directed questioning encourages pupils to explain their answers.	The teacher assesses learning but does not use the results to adjust the direction of the lesson. Questioning is mainly focused on enabling pupils to demonstrate their knowledge.	The teacher makes little or ineffective assessment of learning. No effective questioning.	
Interventions	Sharply focussed and timely interventions that match individual needs accurately with notable impact.	Appropriate interventions that have a good impact upon learning.	Some interventions but not always timely or consistent in meeting individual learning needs.	Interventions have little or no impact upon learning.	
Marking & Feedback: must be at least good to award an outstanding lesson	Consistently high quality of marking and constructive feedback from the teacher. Is highly effective in helping pupils improve.	Marking is regular and of good quality. Feedback informs pupils about how well they have done and how to improve.	Marking is inconsistent. Some feedback informing some pupils about how well they have done and how to improve.	Marking and feedback is minimal. Pupils are rarely, if at all, informed about progress. Many do not know how to improve.	
Subject knowledge	Teacher's excellent subject knowledge is a strong feature of the learning.	Teacher's good subject knowledge enhances learning.	Teacher's subject knowledge supports learning.	Teacher's subject knowledge is weak.	
Independent learning	Pupils are clearly challenged to think and work independently and in pairs/groups (where appropriate).	Evidence that pupils are able to work independently and in pairs/groups (where appropriate).	Limited evidence of pupils' ability to work independently or in pairs/groups (where appropriate).	No evidence of pupils' ability to work independently or in pairs/groups (where appropriate).	
Planning	Excellent planning enables pupils to learn exceptionally well.	Lesson is well planned and enables pupils to learn well.	Adequate planning but does not develop all pupils' knowledge and understanding/skills.	Insufficient planning, lesson fails to take sufficient account of needs of all pupils.	
Range of activities	Well-judged and often inspirational activities matched to meet the needs of all pupils. Time is used very well.	Effective activities used. Tasks are matched well to most pupils' needs. Including least and most able. Time is used well.	Activities are mostly appropriate but do not meet the needs of all pupils. Time is mostly used well.	Activities are not sufficiently well matched to pupils' needs. Time is wasted by some or all pupils.	
Homework	Appropriate homework is regularly set which matches individual needs accurately.	Appropriate homework set, which matches nearly all pupils' needs.	Appropriate homework is set which matches some pupils' needs.	Homework is not set regularly or it does not contribute to learning.	
Behaviour for learning	Good relationships help promote the excellent attitudes and behaviour. Behaviour and participation clearly enhance the quality of learning. Clear routines and frequent use of praise/reward to encourage pupils.	Positive relationships help promote good attitudes and behaviour overall. Behaviour and participation contribute positively to the quality of the learning. Clear routines are followed and pupils respond quickly to staff expectations. Praise and rewards are positively used to encourage pupils.	Satisfactory relationships. Attitudes and behaviour are mostly satisfactory and there is little disruption. Routines are mostly followed and pupils can quickly be brought back on task. Praise and rewards are used to encourage pupils.	Poor relationships. Poor attitudes and behaviour are shown by some pupils, and this may disrupt others' learning. Routines are not in place, or not reinforced, and some incidents are not dealt with effectively. Little use is made of praise and rewards to encourage pupils.	
Other Adult/TA involvement	The teacher deploys TAs/other adults skilfully and very effectively to support learning.	The teacher deploys TAs/other adults carefully and effectively to support learning.	The teacher deploys TAs/other adults so that they support learning.	The teacher makes little or no use of TAs/other adults to support learning.	
Safety	Pupils understand unsafe situations very clearly and are highly aware of how to keep safe themselves and others safe (including e-safety).	Pupils understand how to keep themselves safe.	Pupils know the major risks they face and reflect this in their behaviour.	Pupils do not understand risks and may endanger themselves or others.	
RWCM (reading, writing, communication, maths)	Highly effective inclusion of RWCM skills.	Effective inclusion of RWCM skills.	Some inclusion of RWCM skills.	Little/no inclusion of RWCM skills.	
SMSC (Spiritual, moral, social and cultural development)	Every opportunity is taken to develop SMSC skills, knowledge and understanding.	Opportunities are taken to develop SMSC skills, knowledge and understanding.	SMSC skills and understanding are occasionally promoted.	SMSC skills and understanding are ignored or overlooked.	

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Work Sampling:

Class 1

Class 2

Class 3

Additional Comments