Remote lesson observation

LESSON DETAILS	
Teacher:	
Observer(s):	
Class:	
Year group:	
Date:	
Support staff or teaching assistants:	
Focus:	
Context:	

PROMPTS	EVIDENCE/COMMENTS FROM OBSERVATION

FOLLOW-UP	
Is any follow-up required?	Yes/No
If 'YES', outline required action:	
Action completion date:	

Remote lesson observation

Prompts

General observations

- Does the remote lesson remote take an equivalent length of time to the core teaching teachers would deliver in school?

- Does the teacher provide frequent, clear explanations of new content? These explanations can be through teacher videos (live or pre-recorded), written explanations (if pupils' reading ages allow for this), or through high-quality curriculum resources or videos (e.g. Oak National Academy, White Rose Maths)

- Is the teacher supporting pupils to work independently? (e.g. prompting pupils to reflect on their work or to consider strategies they can use if they get stuck)

- Does the teacher use different approaches to remote learning to suit different types of content and the needs of their pupils? (e.g. using online games to practice times tables because they know this is effective, but not using online games as the default approach for all activities)

- Are support staff/teaching assistants being used well if they are involved in remote learning? (e.g. checking submitted assignments)

- What can pupils do at the end of the lesson that they couldn't do at the beginning?

- Is there effective use of questioning? (if live teaching)

- Is the teacher able to be seen, heard and understood by all pupils? (if live teaching)

- Is remote teaching in line with the expectations set out in our remote learning policy?

Planning and preparation

- Does the lesson seem well-planned and well-sequenced? Do explanations build clearly on pupils' prior learning? (e.g. do teachers make connections with what pupils have learnt before and what they will learn next?)

- Are pupils clear about the learning objective(s) of the lesson? Is the learning objective shared? Are success criteria shared?

- Does the teacher rely too much on long-term projects or internet research activities? (Over-reliance on these kinds of activities should be avoided)

- Does the lesson planning match the delivery and can deviations from the plan be justified?

- Is the teacher's planning in line with the expectations set out in our remote learning policy?

Resources

- Are the resources provided by the teacher of a high quality and do they link to our school's curriculum expectations?

- Are the resources provided by the teacher in line with the expectations set out in our remote learning policy?

Assessment

- Does the teacher use questioning and other suitable tasks (such as online quizzes, or asking pupils to explain something back to them if live teaching) to check understanding and gauge how well their pupils are progressing through the lesson?

- Does the teacher adjust the pace or difficulty of what they're teaching in response to questions? (e.g. if a pupil is unable to explain something back to them, will they repeat or simplify their explanations to make sure pupils understand)

- Are children given the opportunity for self-assessment, correction, modification and recall of lesson content?

- Is assessment in line with the expectations set out in our remote learning policy?

Feedback

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- Do pupils know when and how to submit work, and do they get feedback?

- Is there evidence in the lesson of work being checked or marked?

- Is feedback in line with the expectations set out in your remote learning policy?

Differentiation and challenge

- Are adjustments made for younger pupils and some pupils with SEND (who may not be able to access remote education without adult support), so that they can access all learning?

- Is the content of the work pitched at a high enough level for pupils' ability and age?

- Is there effective scaffolding for those who are finding it difficult or likely to find it difficult?

- Is there additional challenge for the very able in the class?

- How well are resources matched to the tasks provided?

- How well has the teacher differentiated for the needs of pupils with SEN and/or EAL?

Engagement

- Is the teacher's input engaging enough to hold pupils' attention? (in relation to their age, e.g. pupils aren't being asked to concentrate for longer than their age in minutes + 1) Are pupils actively engaged? (if this is possible to see)

- Are activities engaging enough – do pupils complete them on time, do they express an interest in their learning?

- Do remote pupils seem to feel a connection with the teacher? (e.g. through personalised messages or teaching videos)

Behaviour (if live teaching)

- Is pupils' behaviour managed well remotely?

- Are pupils clear about behaviour expectations in the lesson?

- Do pupils seem to cooperate with the teacher and do as asked? (as much as it's possible to see this)

- Are there clear and consistent ground rules, and are they followed through by the teacher?

- Does the teacher use the school's behaviour system? (e.g. rewarding behaviour points)

- Does the teacher act quickly enough if a pupil or some pupils are exhibiting low level disruption?

- Is pupil and staff behaviour in line with the expectations set out in our remote learning policy?