

PGCE/ProfGCE/PCE (PCET)

Teaching Observation Record

Guidance on the use of form

This form is intended to be used to record feedback from formally observed teaching sessions including micro-teaching. The trainee teacher should complete Section 1 in advance of the teaching session and forward the completed form to the scheduled observer. They will then provide feedback to the trainee based on the headings indicated in Section 2 and suggested areas for feedback. However, this is not intended to be prescriptive in nature, but rather to promote dialogue on the quality of the teaching that has been observed in order to provide guidance and to inform targets for future professional development for the trainee teacher. Section 3 should be completed by students following receipt of the observation feedback as a reflection on the feedback obtained and the suggested points for development.

Section 1

Trainee teacher: Lewis Evans	Observer: Katie Gardner
Date: 22/09/2025	Time: 12:30pm
Topic: Storytelling: Narrative Structures	Group: PGCE/ PCET Microteach
Setting (classroom, workshop etc): Classroom.	Number of learners: 6

Trainee Teacher notes

Please note here any information you feel would be beneficial for your observer to be aware of prior to the start of the lesson, such as your rationale for a particular teaching approach, how this lesson fits into the wider curriculum for the learners etc.

- Ideally, this would be part of a larger lecture that would explore plots, and how they differ from narrative structure. In the interest of time, I decided to remove the section about plots. I have reworked the remaining content to ensure it still makes sense, however, if parts do not make sense, then it could be due to it needing to be part of a larger topic.
- I have opted for a lecture style approach due to the size of the content I need to teach. I have considered learner engagement, to try and maintain interest I have decided to use an interactive quiz to test engagement. I will also attempt where possible to engage in appropriate discussion to ensure information is being taken in and allowing time to address any misunderstanding.

Please note here any specific areas that you would like to request feedback on from your observer, for example delivery style, planning and preparation, teaching strategy used.

- **My delivery:** am I explaining things clearly and if not, where can I improve.
- **Time management:** I am concerned about my pacing ability during teaching. I am anxious of running out of time, which I feel will result in me rushing through my lesson content.
- **Engagement with the students:** while I plan to ask questions to my learners, I feel as though I may struggle to respond in real time to their answers/ thoughts/ questions.

Section 2

Observer Feedback:

1. Lesson planning and preparation:

For example (but not limited to)

- *Lesson plan (structure, detail provided, variety of activities, appropriateness)*
- *Resources prepared (clarity of any slides used, handouts provided, are resources accessible)*
- *Learning outcomes (suitability of outcomes for learning group and subject)*

Your outline of your lesson and resources required is very good.

Your lesson aim and outcomes for this microteach are clear, measurable and achievable within the timeframe.

Your assessment of the possible difficulties is good and it is excellent that you had a back up prepared in case of these issues.

Your lesson detail is good- it might be helpful in the future to split an 18 minute block up into smaller time frames, by theory for example. The detail within it however set you up for success.

Your powerpoint is clear and easy to read colour wise. Be careful of the size of lettering and font you use making sure it is accessible for all students, including those with ALN (swash at the end of letters).

Your resources were well planned and appropriate for your teaching

2. Teaching and delivery:

For example (but not limited to)

- *Lesson start/conclusion (timing, sharing and reflecting on outcomes, were outcomes met?)*
- *Classroom presence and presentation skills (appropriateness of teaching strategies used)*
- *Pace of lesson and use of time (inclusiveness of lesson for all students, overall workload expectation on students and impact on well-being)*

You checked with everyone that they could see the board and were comfortable with the light in the room before starting which was very good.

You outlining what students would need in the lecture from the start which was good.

You planned to ask students what their favourite film was, however this was not done – it would have been good to do this as well as ask if what they knew about the topic (entry level behaviour)

You speak well throughout the lecture, you are able to speak around the slides very well showing your knowledge throughout. Calm and knowledgeable tone and paced well.

Your quick explanation of what a structure was very good – you were able to set some knowledge with students before moving into the content – this was needed and recognised by you.

You check in with students throughout the lecture to check that they are listening and following your lecture.

There are times you face the board when explaining what is on there rather than looking at students – consider how you can engage with both but not have your back to students.

When explaining the structure of story telling you link your slides from one to another and go back (slide 9) to demonstrate this which is very good – there is a flow and purpose recognised within this.

Your use of QandA is good – students are able to show you what they know from what you have said to them – you are able to ask a question and then ask follow up questions to develop students knowledge. You also used this to assess students knowledge.

When asking questions sometimes you clicked the pen lid on and off (this might be a nerves) but this meant that, at times, it was hard to hear you and those who were answering your questions, this might also be distracting for some students with ALN.

You dealt with an IT issue really well – it did not throw you and you were able to carry on with the confidence you had before which can be hard to do, well done.

You check in with students throughout which is excellent.

There was a lot of information in the lecture, however your pace was good and students were able to follow and learn from your lecture – this was demonstrated by your use of formative assessment throughout.

Your choice of examples was excellent – you chose films that most people will have watched for your examples making it accessible for all.

You used critique within your lecture asking students to be critical in their QandA answers.

By going back to your theory slides after a description was very good as you were able to demonstrate and show your discussions.

You explained the purpose and function of the Kahoot quiz which was very good. You waited for everyone to be able to access the Kahoot quiz. There was some difficulty here, you made sure it wasn't a technical issue for your own side and waited for students to be able to access, however, as it was taking so long you offered to do the quiz in person on the printout – it was excellent you had this as a back up and that you didn't let waiting take too long.

When doing the quiz – you were able to go through the answers and, when students had the incorrect answer you were able to explore their answers and re-enforced the correct one. There was a missed opportunity to use the quiz as a game as well as an assessment tool.

You were confident in answering questions throughout.

At the end you showed the conclusion slide but were answering questions at the end so were not able to check this.

A well planned and delivered microteach Lewis, well done

3. Professional knowledge and skills

For example (but not limited to)

- *Subject or vocational knowledge (familiarity with the subject being taught, responding to questions)*
- *Clear expectations for learning and behaviour (formative and summative assessment, checking on student knowledge)*
- *Identification of and engagement with professional standards (which standards are evidenced and where)*

Your outline of the professional standards within your lesson plan is good and you met these within your planning and teaching, there are others that you would have been able to outline here too.

Your outline of intent with entry level behaviour is good, however this was done very quickly so this was not fully assessed, your use of QandA throughout your lesson and your use of Kahoot enabled to you gauge students learning throughout – students demonstrated they had learnt. You demonstrated excellent knowledge throughout your microteach from your presentation to being able to answer student questions fluently.

4. Points for future development (no more than 3 or 4). Where possible these should be identified in negotiation with the trainee teacher.

Continue to speak clearly and confidently in your teaching

Consider different ways to fiddle which are not distracting.

Consider your use of entry level assessment and doing this more purposefully, especially when it is planned.

Continue to assess learning throughout the lecture building upon student responses and giving a different option (critique) for them.

Section 3

Student teacher reflections:

Note here your reflections on the lesson itself, the feedback obtained and any plans you have to address the development points notes.

Overall, my microteach I feel went very well, and I am happy with the feedback received here and from my peers. There are aspects that I am disappointed did not go to plan such as the technical difficulties, but I learnt more from that experience than had the lesson gone to plan perfectly. I am looking forward to creating an action plan for development.