

PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: Establishment..... Date:

GRADE DESCRIPTORS: (When compared with an experienced teacher)					Context of observation (e.g. class, ability, number of students; topic; main activities and organisation; other features)
VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. U – Needs attention through further development and improvement					
A SUBJECT KNOWLEDGE	VG	G	S	U	General Notes and Comments: Planning and Preparation CLEARLY OUTLINED. FLOW WELL. GOOD CRITICAL ACTIVITY. RE+ GOOD RESOURCES.
1 accuracy of knowledge of subject matter					
2 understanding of context e.g. scheme of work, programme of study					
B LESSON PLANNING AND PREPARATION	VG	G	S	U	Development/Delivery REDUCE WORDS ON THE SLIDES. WE TO PROMPT COMMUNICATION. CLEAR COMMUNICATION. GOOD ENERGY AND APPROACHABLE. CONFIDENT AND PRECISE. MET LEARNING OUTCOMES EASILY. FORMATIVE ASSESSMENT Q+A
1 detail and structure of plan					
2 clarity and suitability of learning objectives					
3 consideration of SpLDs, anticipated difficulties, health and safety, etc.					
4 resources selected, prepared, organised					
5 consideration of professional standards					
6 consideration of appropriate cross-cutting enhancement theme(s)					
7 consideration of active learning, learner engagement and skills development					
C TEACHING	VG	G	S	U	Plenary / Conclusion RECAPED OBJECTIVES. NEXT TIME COVERED.
1 lesson start, e.g. outlining content, aims and objectives					
2 presentation: instructing, explaining, demonstrating					
3 effective questioning					
4 choice and variety of tasks/activities					
5 variety and suitability of teaching strategies/methods/approaches					
6 use of emergent technologies					
7 pace of lesson, use of time					
8 lesson ending, e.g. summarising, recapping key points, etc.					
D CLASS MANAGEMENT AND CONTROL	VG	G	S	U	TARGETS FOR IMPROVEMENT LESS WORDY SLIDES. GIVE OUT RESOURCES DURING ACTIVITY NOT BEFORE TO REDUCE DISRUPTION.
1 presence and voice projection					
2 transitions – smooth					
3 awareness, vigilance and intervention					
4 use of praise and encouragement					
5 management of tasks/learners/work groups					
E MONITORING AND ASSESSING STUDENTS' PROGRESS	VG	G	S	U	
1 monitoring understanding and progress during lesson					
2 suitability of assessment strategies/methods/approaches					
3 assessing achievement of learning objectives					
4 giving feedback and setting targets for progress					
F EFFECTIVENESS	VG	G	S	U	
1 in setting high expectations for work					
2 in conveying enthusiasm and challenging students					
3 of students' engagement and learning in this lesson					
Observer Signature: _____					

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Recap from previous Lesson;

- As a group we discussed what social exclusion is:
- Unequal opportunities
- Individuals who don't have fair access
- Labelling
- Stigmatising

Examples of social exclusion can be:

- Poor socio-economic background
- Individuals who are living in deprivation
- Young people who feel excluded from friendship groups due to upbringing
- Young people bullied due to feeling they don't have a sense of belonging
- Race, Gender, Disability



Lesson Objectives;

- Identify individuals who are seen as 'hard to reach' groups.
- Explain the effects of social exclusion.
- Classify how government's legislation 'Is Britain Fairer?' aims to provide early intervention to protect these individuals.

Social exclusion within society & communities;

What are considered as some 'hard to reach' groups in society?

- Individuals with a physical disability
- Individuals from a poor socio-economic background
- Individuals with sensory impairment
- Elderly People
- Gypsy Travelers
- Individuals experiencing mental health problems
- Refugees
- Gender Issues
- Race
- Cultural differences

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