

# PGCE/PCE (PCET) LESSON ASSESSMENT FORM



Student Name: Angel Gordon Establishment: WYSD - Winstanley Date: 18/11/17

| GRADE DESCRIPTIONS (When compared with an experienced teacher)                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |   |   |   | Context of observation                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| VG - Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training<br>G - Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training<br>S - Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training<br>U - needs attention through further development and improvement |    |   |   |   | (e.g. class, ability, number of students; topic; main activities and organisation; other features) PCET students; '5G roll-out topic', 5 in class, mixed ability. |
| <b>A. SUBJECT KNOWLEDGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |    |   |   |   | <b>Notes and Comments:</b>                                                                                                                                        |
| 1 accuracy of knowledge of subject matter                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | VG | G | S | U |                                                                                                                                                                   |
| 2 understanding of context e.g. scheme of work, programme of study, team-teaching                                                                                                                                                                                                                                                                                                                                                                                                                                |    |   |   |   |                                                                                                                                                                   |
| <b>B. LESSON PLANNING AND PREPARATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |   |   |   |                                                                                                                                                                   |
| 1 detail and structure of plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | VG | G | S | U |                                                                                                                                                                   |
| 2 clarity and suitability of learning objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |   |   |   |                                                                                                                                                                   |
| 3 choice and variety of tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |   |   |   |                                                                                                                                                                   |
| 4 resources selected, prepared, organised                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |    |   |   |   |                                                                                                                                                                   |
| 5 range of teaching strategies used                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |    |   |   |   |                                                                                                                                                                   |
| 6 professional standards considered and recorded                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |    |   |   |   |                                                                                                                                                                   |
| 7 essential skills considered and recorded                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |   |   |   |                                                                                                                                                                   |
| <b>C. TEACHING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |   |   |   |                                                                                                                                                                   |
| 1 lesson start, e.g. outlining content, aims and objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                      | VG | G | S | U |                                                                                                                                                                   |
| 2 presentation, instructing, explaining, demonstrating                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |   |   |   |                                                                                                                                                                   |
| 3 effective questioning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |   |   |   |                                                                                                                                                                   |
| 4 management of tasks and working groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |   |   |   |                                                                                                                                                                   |
| 5 suitability of teaching strategies/methods/approaches                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |   |   |   |                                                                                                                                                                   |
| 6 use made of board/OHP, AV aids, ICT, other resources                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |   |   |   |                                                                                                                                                                   |
| 7 pace of lesson, use of time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |    |   |   |   |                                                                                                                                                                   |
| 8 lesson ending, e.g. summarizing, recapping key points                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |   |   |   |                                                                                                                                                                   |
| <b>D. CLASS MANAGEMENT AND CONTROL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |   |   |   |                                                                                                                                                                   |
| 1 presence and voice projection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | VG | G | S | U |                                                                                                                                                                   |
| 2 transitions - smooth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |   |   |   |                                                                                                                                                                   |
| 3 awareness, vigilance and intervention                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |   |   |   |                                                                                                                                                                   |
| 4 use of praise and encouragement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |    |   |   |   |                                                                                                                                                                   |
| 5 quality of relationships with students                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |    |   |   |   |                                                                                                                                                                   |
| <b>E. MONITORING AND ASSESSING STUDENTS' PROGRESS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |    |   |   |   |                                                                                                                                                                   |
| 1 monitoring understanding and progress during lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                            | VG | G | S | U |                                                                                                                                                                   |
| 2 assessing achievement of learning objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |    |   |   |   |                                                                                                                                                                   |
| 3 giving feedback and setting targets for progress                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |   |   |   |                                                                                                                                                                   |
| <b>F. EFFECTIVENESS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |    |   |   |   |                                                                                                                                                                   |
| 1 in setting high expectations for work                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | VG | G | S | U |                                                                                                                                                                   |
| 2 in conveying enthusiasm and challenging students                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |   |   |   |                                                                                                                                                                   |
| 3 of students' learning in this lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |    |   |   |   |                                                                                                                                                                   |
| 4 in meeting targets for improvement from previously observed lesson                                                                                                                                                                                                                                                                                                                                                                                                                                             |    |   |   |   |                                                                                                                                                                   |

Signed/Dated (Observer): [Signature]

Signed/Dated (Student):