

# Lesson Assessment Form

Trainee Name: Jon Jowles

Establishment: Native HQ

Date: 18/2/23

| GRADE DESCRIPTORS: (When compared with an experienced teacher)                                                                                          |  | Context of observation<br>(e.g. class, topic area, cohort) |   |   |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------|---|---|----|
| Very Good – An excellent awareness, understanding, and application of different approaches in planning and delivery of effective teaching and training. |  |                                                            |   |   |    |
| Good – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.  |  |                                                            |   |   |    |
| Satisfactory – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.        |  |                                                            |   |   |    |
| Development Required – Areas for improvement noted with recommendations for further development                                                         |  |                                                            |   |   |    |
| <b>Subject Knowledge</b>                                                                                                                                |  | VG                                                         | G | S | DR |
| 1 accuracy of knowledge of subject matter                                                                                                               |  | /                                                          |   |   |    |
| 2 understanding of context e.g. scheme of work, programme of study, learners                                                                            |  | /                                                          |   |   |    |
| <b>Lesson Planning and Preparation</b>                                                                                                                  |  | VG                                                         | G | S | DR |
| 1 detail and structure of plan                                                                                                                          |  | /                                                          |   |   |    |
| 2 clarity and suitability of learning objectives                                                                                                        |  | /                                                          |   |   |    |
| 3 consideration of differentiation in relation to learners                                                                                              |  | /                                                          |   |   |    |
| 4 resources selected, prepared, organised                                                                                                               |  | /                                                          |   |   |    |
| 5 consideration of professional standards                                                                                                               |  | /                                                          |   |   |    |
| 7 consideration of active learning, learner engagement and skills development                                                                           |  | /                                                          |   |   |    |
| <b>Teaching</b>                                                                                                                                         |  | VG                                                         | G | S | DR |
| 1 lesson start, e.g. outlining content, aims and objectives                                                                                             |  | /                                                          |   |   |    |
| 2 presentation: instructing, explaining, demonstrating                                                                                                  |  | /                                                          |   |   |    |
| 3 questioning skills                                                                                                                                    |  | /                                                          |   |   |    |
| 4 choice and variety of tasks/activities                                                                                                                |  | /                                                          |   |   |    |
| 5 variety and suitability of teaching strategies/methods/approaches                                                                                     |  | /                                                          |   |   |    |
| 7 pace of lesson, use of time                                                                                                                           |  | /                                                          |   |   |    |
| 8 lesson ending, e.g. summarising, recapping key points, etc.                                                                                           |  | /                                                          |   |   |    |
| <b>Class Management and Control</b>                                                                                                                     |  | VG                                                         | G | S | DR |
| 1 presence and voice projection                                                                                                                         |  | /                                                          |   |   |    |
| 2 transitions between activities/elements                                                                                                               |  | /                                                          |   |   |    |
| 3 awareness, vigilance and intervention                                                                                                                 |  | /                                                          |   |   |    |
| 4 use of praise and encouragement                                                                                                                       |  | /                                                          |   |   |    |
| 5 management of tasks/learners/work groups                                                                                                              |  | /                                                          |   |   |    |
| <b>Monitoring and Assessing Students' Progress</b>                                                                                                      |  | VG                                                         | G | S | DR |
| 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                                                                                                      |  | /                                                          |   |   |    |
| <b>Effectiveness</b>                                                                                                                                    |  | 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: <u>[Signature]</u>                                                                                                                  |  |                                                            |   |   |    |

**General Notes and Comments:**  
**Planning and Preparation**  
 As with previous observations, Jon is demonstrating an impeccable eye for detail within his preparation.  
**Comments on the session**  
 A substantial amount of theory to cover in this lesson, which Jon has successfully introduced a range of pedagogical break up the learning.  
 He dealt with a persistent 'disruptive' student very well, without isolating them from the group.  
 Some sensitive subjects and material within his presentation which he managed with ease.

**Targets for Development**

Nothing to note.  
 Well done and more of the same please.

# Lesson Assessment Form

Trainee Name: Jan Johnston

Establishment: Matix HQ

Date: 19.02.2023

| GRADE DESCRIPTORS: (When compared with an experienced teacher)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    | Context of observation<br>(e.g. class, topic area, cohort) |   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------------------------------------------------------|---|
| <b>Very Good</b> – An excellent awareness, understanding, and application of different approaches in planning and delivery of effective teaching and training.<br><b>Good</b> – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.<br><b>Satisfactory</b> – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.<br><b>Development Required</b> – Areas for improvement noted with recommendations for further development |    |                                                            |   |
| Subject Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | VG | G                                                          | S |
| 1 accuracy of knowledge of subject matter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | /  |                                                            |   |
| 2 understanding of context e.g. scheme of work, programme of study, learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | /  |                                                            |   |
| Lesson Planning and Preparation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | VG | G                                                          | S |
| 1 detail and structure of plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | /  |                                                            |   |
| 2 clarity and suitability of learning objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | /  |                                                            |   |
| 3 consideration of differentiation in relation to learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | /  |                                                            |   |
| 4 resources selected, prepared, organised                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | /  |                                                            |   |
| 5 consideration of professional standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | /  |                                                            |   |
| 7 consideration of active learning, learner engagement and skills development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | /  |                                                            |   |
| Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | VG | G                                                          | S |
| 1 lesson start, e.g. outlining content, aims and objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | /  |                                                            |   |
| 2 presentation: instructing, explaining, demonstrating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | /  |                                                            |   |
| 3 questioning skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | /  |                                                            |   |
| 4 choice and variety of tasks/activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | /  |                                                            |   |
| 5 variety and suitability of teaching strategies/methods/approaches                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | /  |                                                            |   |
| 7 pace of lesson, use of time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | /  |                                                            |   |
| 8 lesson ending, e.g. summarising, recapping key points, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | /  |                                                            |   |
| Class Management and Control                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | VG | G                                                          | S |
| 1 presence and voice projection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | /  |                                                            |   |
| 2 transitions between activities/elements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | /  |                                                            |   |
| 3 awareness, vigilance and intervention                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | /  |                                                            |   |
| 4 use of praise and encouragement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | /  |                                                            |   |
| 5 management of tasks/learners/work groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | /  |                                                            |   |
| Monitoring and Assessing Students' Progress                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | VG | G                                                          | S |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | /  |                                                            |   |
| Effectiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | VG | G                                                          | S |
| 1 in setting high expectations for work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | /  |                                                            |   |
| 2 in conveying enthusiasm and challenging students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | /  |                                                            |   |
| 3 of students' engagement and learning in this lesson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | /  |                                                            |   |
| <b>Observer Signature:</b> <u>Jan Johnston</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |    |                                                            |   |

## General Notes and Comments:

### Planning and Preparation

A significant amount of kit required for this practical 'chaos' session. Very well organised + methodical planning.

### Comments on the session

A very easy and effective teaching today from Jan. Is able to cascade his clinical knowledge to these new volunteers, in a manner which is fully inclusive. He adapts to a range of learning styles & requirements within the group, and also keeps control of the whole environment during the practical session. A very well bundled session.

### Targets for Development

Thoroughly enjoyed the control that Jan applies to his teaching. Very engaging, dynamic, whilst tailoring to a number of learning styles. A born teacher. Well done Jan good luck for your future.