

Grading for each Standard: use as appropriate (refer to UCET overview)															
1 High expectations				2 Promote good progress and outcomes				3 Subject and curriculum knowledge				4 Plan and teach			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
5 Adapt teaching <i>Differentiation</i>				6 Use of assessment				7 Behaviour				8 Deployment of TA/other / Acted on advice?			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
<b>Overall Grading (must be given)</b>				Outstanding (1) Good (2)				Minimum expectation (3)				Inadequate (4)			

Strengths :

- Good use of AFL, with enough time given to consolidate learning. Visual AFL was also v. clear
- Promoted student resilience, but also gave them the chance to show when they didn't fully understand
- B.M → Much stronger than previous lessons. Gk followed a clear path of behavioured sanctions and stuck to them

Targets :

- Differentiation → ensure that students are given the correct amount of info / guidance so that they can complete the tasks
- B.M → Don't be afraid to send a student out early on in the lesson in order to send a message out to the class

Observer's signature..... M. Thorpe ..... Date: 25/5/16 .....

Observer's signature..... ..... Date:.....

In the case of joint observations, gradings should be agreed and then jointly feedback with the trainee