



# LESSON OBSERVATION GUIDANCE FOR ECT OBSERVATIONS

## **Key protocols for observing ECTs (NQTs)**

Whole lesson observations preferable  
Spend some time absorbing the atmosphere of the lesson.

### **Standard 1 – Set high expectations**

Consider the beginning and ending of lessons. Are classroom routines established? Do students settle and begin activities quickly? Is positive behaviour modelled? Are negative behaviours challenged?

Talk with at least 4 students. Does the lesson feel typical? Do students receive homework? Do they feel homework is valued?

### **Standard 2 – Promote good student progress and outcomes**

Consider the appropriacy of lesson objectives and outcomes. Do they match the students' abilities? Do they match what is happening in lesson?

### **Standard 3 – Subject and curriculum knowledge**

Consider the depth and confidence with subject and curriculum knowledge. Is the ECT able to answer student's questions effectively? Do they address misconceptions? Does the learning clearly link to relevant curriculum plan? Does the lesson fit contextually considering the cyclical curriculum map?

### **Standard 4 – Plan and teach well-structured lessons**

Consider the planning of the lesson. Do the activities sequence well and build to achieve the outcomes? Are key questions planned in to the lesson and do those questions encourage deeper thought?

### **Standard 5 – Adaptive teaching**

Look at student data. Does the ECT plan for differentiation and support of all students? Is there evidence of stretch and challenge? Does the teacher differentiate questions?

### **Standard 6 – Use of assessment**

Look at the work of at least 4 students. Is the students' work marked in line with the school policy? Have students had opportunities to respond to their feedback? Is this acknowledged? Does the lesson feel like it is moving students forward?

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**Standard 7 -Manage behaviour effectively**

Consider how the teacher encourages positive behaviours. Is positive behaviour modelled? Are negative behaviours challenged? Are the school systems / department systems followed? Are students actively involved in the lesson and not passive?

**N.B Please bear in mind that an ECT will have a number of lesson observations throughout their induction period. It is not essential that all Teacher Standards are completely met in every lesson. We would expect to see over 2- 3 lessons that there is collective evidence of all Teacher Standards being met.**



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