

Expert Science Teaching Observation Form

Teacher:	Observer:	Date:	Period:	Year group: 7, 8, 9, 10, 11 Set 1 2 3 4 5 6 or Mixed
Retrieval & Prior Knowledge	<p style="text-align: center;">Guidance</p> <p><i>Is there an attempt at retrieval practice within the lesson? Is the content being retrieved</i> <i>Does the new learning follow on from a review of prior learning (Daily Review)?</i></p>	Strengths		Areas for Development
Explanation & Instruction	<p><i>Is the teacher (and the children) aware of the powerful knowledge that is to be taught/learned? Has the teacher broken the content down into small chunks? Is the content delivered clearly? Is dual coding or modelling used? Does the teaching flow? Is it linked to prior learning or linked to other areas of the curriculum? Does the teacher use worked examples or concrete representations? Are non-examples used? Do they think aloud when explaining procedures? Is cognitive load considered?</i></p>			
Practice	<p><i>Does the teacher provide practice material? Is it of enough quantity and quality? Does the teacher reteach if errors are continually spotted?</i> <i>Are all students participating in the practice?</i> <i>Is the practice enough to develop fluency (SLOP)?</i></p>			
Practical work	<p><i>Does the practical work have a clear purpose- Is it being used to instruct substantive knowledge or disciplinary knowledge? Do the children have the correct prior knowledge to be able to carry out the activity successfully? Are children aware of the health and safety procedures that need to be followed. Is the practical broken down in to steps with each step clearly instructed and modelled or are children left to follow a</i></p>			

	<i>method mostly unguided? If unguided do they have the necessary expertise to be able to carry out this type of activity independently?</i>		
Assessment & Review	<i>Is the teacher regularly checking for understanding of all children? How does the teacher assess the performance? Does questioning deepen thinking or is it shallow? Does the teacher reteach areas with low success rate or simply move on? Does the teacher ensure all are involved in the review process or allow a few to dominate? Is thinking time given before answers taken?</i>		

Culture	<i>Is the teacher following school policy in managing classroom behaviour? Is there evidence of strong, positive relationships? Are high expectations evident from start to finish? Is the department policy for book work and marking/review followed?</i>		
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Note- Not all the above will always be seen in one lesson, but over a sequence of lessons. It's not a checklist. Discussions with students within the lessons will help tell the bigger picture about what happens routinely.