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| **Associate Teacher Name:** | **School:** |
| **Subject & Class:** | **Observation Date:** |

In addition to Theme C, use your Weekly Mentor Meeting targets to choose one other BCU ITE Curriculum Theme to be the focus of your observation:

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| **C) Associate teacher knows more, remembers more and applies subject knowledge and subject specific pedagogy to impact on pupils’ progress** |
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**Part 1 – Formative comments and questions for the Associate Teacher to consider (add additional rows where necessary)**

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| **Teaching and learning strategies used by the Associate Teacher**  *E.g. the Associate Teacher models forces using force diagrams on the whiteboard. Pupils were questioned about the force diagrams and then they drew their own diagrams individually.* | **Impact of these strategies on pupil learning within the subject**  *E.g. It was clear that pupils were able to recognise that forces act on an object even when it is stationary (through your use of questioning and their diagrams). This is a common misconception you were able to address.* | **Questions for the Associate Teacher to consider during the post-observation discussion**  *E.g. what other examples could you use other than vehicles to demonstrate this principle?* |
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**Part 2 – Strengths and Targets linked to observation feedback**

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| Lesson **strengths** linked to learners’ progress (identify 3): | BCU ITE Curriculum Theme  (A-F) |
| 1) |  |
| 2) |  |
| 3) |  |
|  |  |
| How can the Associate Teacher promote **better pupil learning and progress** in their **specialist subject**? (identify 3 targets)  ***Refer to the Assessment Tracker to set targets relevant to the BCU ITE Curriculum Theme*** | BCU ITE Curriculum Theme  (A-F) |
| 1) |  |
| 2) |  |
| 3) |  |

|  |  |
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| Name and role of Observer (SM, PM, expert colleague or BCU tutor) | Name and role of Joint Observer (if applicable) |
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