

Observations

Teachers usually have two lesson observations: Drop-in observation and Full observations.

Drop-in Observations

Drop-in observations are informal lesson observations. They last around 15 minutes and are held at the earliest opportunity in order to identify any potential issues with teaching or classrooms. Drop-in observations take place whenever the TM deems them necessary but the TM tells teachers in advance.

After a drop-in observation the TM may direct teachers to the Teacher Knowledge Bank if further support is required.

Full Observations

Procedure

1. TM Produces a Lesson Observation Rota at least 3 days before the first full observation and makes it available to the all teaching staff.
2. TM Organises an individual pre-observation meeting to briefly discuss the observation checklist. Teachers can suggest areas of their teaching on which they would like specific feedback.
3. Teachers hand in or email their lesson plan for the observed lesson before the observation starts.
4. TM writes up the observation feedback report.
5. TM follows up the observation with a brief discussion with the teacher within two working days from the observation, then completes and emails a final Teacher Observation Report to teacher and HO within 5 working days.

Observation Lesson Plan

Teachers need to complete a Lesson Plan form and hand it to the TM before a full observation.

Observation Checklist

An ANGLO Teacher Observation Checklist must be completed by the TM for each full observation, then handed in to the teachers to keep. ANGLO will keep a copy.

Assessment: 3: Very good, 2: Good, 1: Unsatisfactory, N/O: Not Observed

***Any items marked Not Observed should be explained where appropriate**

ANGLO TEACHER OBSERVATION CHECKLIST

Teacher Name: _____ Class level: _____

Date: _____ Time from _____ to _____

Assessment: 3: Very good 2: Good 1: Unsatisfactory N/O: Not Observed

Any items marked N/O should be explained where appropriate

Observation Checklist	Assessment	Comment
Classroom set-up		
Layout conducive to learning and communication		
Nationalities mixed where possible		
Weekly Scheme of work clearly displayed		
Register up to date and student profiles completed		
Whiteboard		
Date, lesson outcomes and vocabulary section clear and effectively used		
Use of colour, phonemes, stress patterns, word class, etc.		
Lesson Structure		
Clear link to previous and future lessons		
SS made aware of lesson focus and outcomes		
Summary of lesson at end		
Students encouraged to utilise their notebooks effectively		
Materials and adaptation		
Material is relevant students' level and interests		
Selected activities are appropriate for SS needs		
Lesson is supplemented with content which is localised, personalised and engaging		
Selected activities are interesting and meaningful		
Lesson maximises communication (speaking and listening)		
Classroom Dynamic		
Interaction is suitably varied		

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