

Learning Observation

Date _____

Lesson Outline _____

Subject _____ Year Group _____ Observers _____

Are the students	Observation evidence
Aware of unsticking strategies	
Rewarded for effort over attainment	
Allowed to fail in safety	
Relishing challenging material	
Working at/near the edge of their individual comfort zones	
Self-reliant in the face of difficulty	
Involved and on task	
Engaging with enthusiasm	
Maintaining focus when the going is tough	
Aware of what they are trying to achieve	
Trying hard to achieve what is required	
Interested in what they are doing	

Ideas for collecting evidence

A few of these behaviours are directly observable or can be 'felt' by an experienced observer, but the majority of them relate to what students believe or are aware of and can only be explored by talking with some students and/or their teacher.

Are the students	Finding the evidence
Aware of unsticking strategies	Are 'stuck prompts' visible in display? Do students know that they are there? Can they give an example of when they have used the prompts?
Rewarded for effort over attainment	Listen for teachers praising / commenting on effort. Look out for comments in students' books relating to effort. Look for display that shows 'work in progress' rather than 'perfect solutions' or display that celebrates effort over attainment.
Allowed to fail in safety	Explore failure with students. Do they understand the importance of making mistakes and learning from these mistakes?
Relishing challenging material	This is two-fold. Firstly - Is the material sufficiently challenging. Secondly – Do students relish this challenge? Explore whether students prefer 'easy' success with relatively straightforward tasks or hard-won success after struggling with challenging material?
Working at/near the edge of their individual comfort zones	This is difficult to establish. Clearly there needs to be evidence of task differentiation so that students have the opportunity to access the material at different levels. This may require a conversation with the teacher.
Self-reliant in the face of difficulty	Explore what students do when they are finding the work difficult. Do they have another go, or try a different approach, or do they ask an adult for help?
Involved and on task	Is usually directly observable.
Engaging with enthusiasm	While you may be able to 'feel / see' engagement, the issue here is whether this engagement is with enthusiasm or through compliance. Explore with students the extent to which they are enjoying what they are doing.
Maintaining focus when the going is tough	Look out for students who are wrestling with difficulty, keeping on task even when they are finding it hard. Equally, look out for students drifting off task when learning becomes tough.
Aware of what they are trying to achieve	Explore with students what they are trying to achieve, what a successful outcome will look like. Listen for answers relating to what they hope/expect to learn rather than a description of what they are expected to do (ie "answer these questions").
Trying hard to achieve what is required	Are students investing their efforts in meeting the learning intentions of the lesson? Are these learning intentions public and understood by students?
Interested in what they are doing	Explore levels of interest. Is the material relevant to students? Are they enjoying taking part? Does the material relate to their everyday lives?