



Dalmia Vidya Mandir, Group of Schools

CLASSROOM OBSERVATION (I - XI)

SESSION 2023-2024

Name of the Teacher: R. DODHIY

Date: 20/5/23

Class & Section: 8-B

Period: _____

Subject: _____

Topic: Reported speech - Statement

1. While introducing the Lesson, the teacher:

- ☒ Links it with the previous lesson/ previous knowledge/ or to similar features of other subjects
- ☒ States lesson objectives, by making clear what the children will learn (Know, understand, be able to do)
- ☒ Maintains a brisk interactions and moves smoothly to the next part of the lesson

2. In the main activity, the teacher:

- ☒ Maintains the pace while observing the process of the whole class
- ☒ Develops the lesson using the children's knowledge and experience, wherever possible
- ☐ Tells the children what they need to prepare for, in the plenary (recapitulation) session
- ☐ Keeps to a time plan → yes, Time management was there.

3. In the plenary (recapitulation), the teacher:

- ☐ Makes sure there is sufficient time for the plenary
- ☒ Draws together what has been learnt, highlighting key facts, ideas and vocabulary and what needs to be remembered
- ☒ Indicates link with previous work, or where the work is leading
- ☐ Sets follow-up material or consolidation
- ☐ Brings lesson to a close

A single lesson will not contain all the features listed below. But this checklist highlights aspects of teaching that promote learning.

1. When working directly with the whole class, the teacher:

- ☐ Demonstrates and explains ideas and methods using a board, a flipchart, a computer or an overhead projector
- ☒ Highlights new vocabulary, notation or terms and gets pupils to use them in their oral and written work
- ☒ Asks children to offer their methods and solutions for discussion – qualifies praise to reinforce learning
- ☐ Uses mistakes as teaching points – qualifies criticism
- ☒ Identifies and corrects any misunderstanding
- ☐ Ensures that children with particular learning needs are supported effectively with appropriate resources, wall displays
- ☒ Gives adequate time for questions to be answered by pupils
- ☐ Involves students in interaction through carefully planned questioning
- ☐ Asks a range of open and closed ended questions
- ☐ Targets individuals with questions to assess levels of understanding
- ☒ Asks questions that require thinking and application of the matter being learnt
- ☒ Makes sure pupils know what is required in working out an answer

2. When working directly with groups, the teacher:

- ☐ Has a manageable number in each group (5 or 6)
- ☐ Gives a clear introduction to the task, making clear what each group is required to do
- ☐ Sets clear time scales and expectations and makes sure they are on task
- ☐ Sits and works with one or two groups (does not flit among them) but is aware of what is happening around the class
- ☐ Avoids interruption by making sure that those working independently know:
 - (i) Where to find the resources

NOT APPLICABLE

- ☐ (ii) What to do before asking for help
- ☐ (iii) What to do if they finish early

- ☐ Directs each group what to do at the end of the exercise

3. When working with individuals or pairs, the teacher:

- ☐ Gives an introduction to the task making clear what they are required to do
- ☐ Keeps children working on related activities, exercises or problems
- ☐ Targets individuals or pairs for particular questions or support
- ☐ Encourages children to discuss and cooperate during paired work
- ☐ Directs the children what to do at the end of the exercise

Observation and Appreciation:

- 1) Continuous engagement of classroom.
- 2) Individual focus given non-interactive students.

Suggestions/Points for consideration:

- 1) Oral Test / board activity can be done as it is a group activity (syndicate)

V. P. P. 26/12/22
Academic Director

Vice Principal

Principal

Teacher

03/06/23

Signature of Teacher