



Dalmia Vidya Mandir, Group of Schools

CLASSROOM OBSERVATION (I – XI) SESSION 2023-2024

Name of the Teacher: _____ Date: _____

Class & Section: _____ Period: _____ Subject: _____

Topic: _____

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

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 o 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
 - (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 :

Suggestions/Points for consideration :

Academic Director

Principal

Teacher