Swansea Sixth-form College
TUTOR/LESSON OBSERVATION REPORT

Teacher:	**Observer:**	**Date:**
Class:	**Time:**	**No of students:**
Aims:		

Skills:	**Comment:**	**Comment:**
Lesson planning	**Strengths**	**Points to consider**
Clearly set-out objectives & learning outcomes. Outcomes match students' long-term goals (e.g. IELTS exam). Topic & language focus matches students' needs. Lesson interesting and relevant to students. Stimulating & appropriate selection of teaching resources. Balance T-S & S-S interaction. Evidence of planning for student activities & participation. Well-staged/sequenced lesson Balance of skills. Demonstrates full awareness of the language focus of the lesson. Appropriateness/level of task. Differentiates to cater to learners' different levels of proficiency/ability.		
Lesson Execution		
Sets up classroom and resources before lesson begins. Uses lesson plan wisely. Flexibility. Reacts to late-comers & quickly orientates them.		

Setting up tasks/activities & giving instructions. Concept & instruction checking. Eliciting. Presentation of language. Awareness of errors & difficulties and corrects, assists. Error exploitation. Classroom organisation & handling of group/pair work. Management skills. Questioning/elicitation techniques. Drilling. Uses resources skilfully – effective use of aids. Pace. Conscious of individuals but never loses sight of other students. Aware of students who are working at different paces and occupies students who finish before others. Does not monopolise and shows awareness of students needing to participate to the maximum. Never loses sight of teaching objectives. Pronunciation. Board work. L1. Ability to deal with other points as they arose. Avoided hijacking. Closes the lesson clearly and appropriately.		
General Teacher Qualities	**Strengths**	**Points to consider**
Aware of too much teacher-talk (minimising TTT) – quality, quantity, appropriateness. Fostering of student-talk (maximising STT) - quality, quantity, appropriateness.		

Projects voice well. Pitch and timbre. Able to foster rapport. Responsiveness. Is friendly & approachable; smiles, uses humour; creates a warm learning environment. Appears very professional in appearance and manner (clothing, eye contact, body language). Sensitive to student's cultures, ages & genders. Can switch attention to individuals and to the whole class.		

SUMMARY OF STRENGTHS	SUMMARY OF MAIN POINTS TO CONSIDER FOR FUTURE LESSONS

Achievement of aims:

General Impression:

Signed by the observer

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Name of observer

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Signed by the tutor

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Name of tutor

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Date and time of observation:
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