1. Teacher's focus areas for development

These will have been identified through consultation between the teacher and observer before the LO and/or performance management meetings, and/or previous LO. They will be agreed and understood between teacher and observer.

2. Additional focus

This will have been identified through consultation between the teacher and observer beforehand. It may be a whole-school focus, (e.g. 'How effectively do we deliver personalised learning?') or one which the teacher has requested as an individual, perhaps in response to a specific aspect which is presenting some challenges (e.g. 'How effective is the plenary for my group in reinforcing learning/group cohesion?' or 'How well do I enable independent responses from my students?').

3. Teaching and learning – what took place?

This is the observer's 'domain' – space to record what was seen and heard. This part is not for discussion but remains the responsibility/right of the observer (following thorough preparation and consultation between both parties).

4. What worked well?

This section is where the view of the observer must be recorded. There is room for discussion but essentially, the observer's record must stand and should not be altered following further discussion (though the further discussion should be recorded). Triangulation is in place to support the teacher in ensuring that performance is reflected fairly.

5. What didn't work well?

This section is where the view of the observer must be recorded. There is room for discussion but essentially, the observer's record must stand and should not be altered following further discussion (though the further discussion should be recorded). Triangulation is in place to support the teacher in ensuring that performance is reflected fairly.

6. Notes of discussion

Led by the observer, but essentially a two-way discussion.

7. Expansive learning observed

All learning seen that relates to development of capacities or learning dispositions rather than just skills. For example, enjoying and seeking communication with their peers, not just showing an improved ability to use their CCS in a group. How was this evident?

(Ref: 'Expansive Education' Lucas Claxton and Spencer 2013)

8. SMSC

Any SMSC observed in the lesson and environment.

9. Ideas/suggestions for further development

Might include formal CPD/training requests, action research projects, peer mentoring, learning walks etc.