

EXAMPLE Lesson Analysis Form (LAF) for ROP ITaP

Note to observing mentor:

The focus of this LAF is on small steps of learning only. This is the student teacher's first formal attempt at designing and delivering a lesson. The lesson should be around 30 minutes only. The exemplification below is generic so that it suits all mentors. Please do personalise it to the cohort and the specific small steps and decisions taken by the student teacher. You do not have to fill in the full LAF, but we do ask that the section marked as orange are completed for all students, please.

Student Teacher:	School:	ITT Mentor/LJMU Liaison Tutor:	Phase: 2a ROP ITaP	Date: 13.11.25
Teaching Group:	Subject/Topic: Maths or English as agreed	Key focus for observation identified by the student teacher: ROP ITaP focus: Small steps of learning		
Classroom environment with high expectations, including of behaviour. Please comment on motivation and resourcing for learners to engage with the attended learning. Please comment on the perceived confidence of the student teacher to lead intended learning with clarity.				
What's going well for the learners? Because you were clear in the small steps underpinning the lesson, your expectations of the learners were appropriate and communicated well. You knew what the learning was clearly and were able to share this with the chn. The resources aligned well to the small steps and were available to pupils throughout. This allowed them every opportunity to tackle the learning with success and kept them focused.		Next steps: How could you use a real life context and resources to support the small steps of learning and motivate learners further?		
Lesson design and delivery, including sequencing and choice of teaching methods. Please comment on the alignment of the task, resources and teacher explanation in line with the small steps of the lesson				
What's going well for the learners? The scripting of the explanation was well considered and was broken down into enough detail to support pupils' thinking. You were able to think aloud the key ideas for the chn to access. The explanation was supported by an appropriate model that facilitated pupils' attention and thinking and exemplified your verbal think aloud. The group task and independent practice was well aligned to cause the chn to think about the small steps that were embedded in the lesson. Practical tasks were sequenced and mapped well to the progression of the small steps so that learning was clear and logical and allowed chn appropriately scaffolded opportunities to practice and then gain independence.		Next steps: Consider how pupil talk needs to be scaffolded and guided specifically to keep it focused on the small step of hard thinking that you want them to do (some pairs found the question too broad and drifted into ideas that weren't relevant because they weren't sure what you wanted from them!) What could possibly happen to learners' thinking if your think aloud explanation covers all of the small steps in one go?		
Adapting planning and teaching to ensure that individual needs are met. Please comment on how well the student teacher was able to focus specific small steps appropriate to the class and any groups or individuals that had been discussed during co-planning.				
What's going well for the learners? There were examples of where you adapted your questioning in line with planning discussions we had around pupils and their specific needs: blue table. The question was linked well to small steps to help you check for understanding of specific chn. You provided an additional resource in line with a problematic step for a Toby to remove a potential barrier to learning.		Next steps: How can you use the small steps to really analyse how different groups of learners respond to the learning? Maybe use the small steps as you mark to see where the patterns of success/problems fall.		

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Experience

Pupil progress in this lesson and use of assessment (including questioning). Please comment on how well the student teacher was able to focus their assessment (questioning, observation, input) on specific small steps	
What's going well for the learners? Your preprepared questions linking to the small steps were asked at appropriate times to help you check for understanding as the lesson moved on. Because you had sought out information about where learning was up to before the lesson, the small steps followed on at the correct pitch allowing pupils appropriate challenge.	Next steps: What would you do if the answer to a small step question was wrong for most of the pupils? What other ways can you check for the small steps of learning other than through questioning?
Comments about student teacher's developing Subject Knowledge and Pedagogy Please make specific comments about the clarity of the small steps Please consider the alignment of the tasks in facilitating the small steps	
What aspects of subject knowledge are going well: Your knowledge of the small steps was secure as we had spent a lot of time researching past pupil work, the scheme and resources available, alongside extended discussion breaking down objectives. Because your knowledge was secure, accurate learning was presented and communicated to the pupils throughout the lesson Because you had thought the learning through and broken it down into small steps, you were able to match appropriate resources and scaffolds when needed.	Next steps for further development: As you saw from some of the questions pupils asked, it is important to have the focused knowledge of the small steps, but also to have some broader knowledge surrounding them to be able to challenge chn further or guide them back to where they need to be. It is also important when unpicking misconceptions or incorrect answers.
Areas for discussion at the weekly meeting: PLEASE ENSURE THAT THESE LINK TO SMALL STEPS FOCUS ONLY: ALIGNMENT, ASSESSMENT, ATTENTION	
Overall strengths of the lesson (with a focus on learning in this curriculum area/subject) The small steps were clearly and deliberately embedded in the lesson. There was clear intent with how you planned and aligned your decisions back to them. Because you appeared clear in what you wanted the chn to learn, you made some brave decisions for a first lesson around chn working with each other, with you and individually. Because you were brave, the chn were given lots of opportunities to think hard about the small steps in different ways.	Key areas for development: To further improve learning you could: (with a focus on this specific curriculum area/subject). Please refer to the subject specific 'Guidance for observation and target setting' (in section B at www.itt-placement.com). Use your knowledge of small steps to help you not just plan learning, but reflect on pupil learning as you assess and check for understanding through marking and in lesson observation and interaction. Use the small steps approach as a minimum level of detailed subject knowledge. Research around the small steps to pre-empt where learners thinking may go and allow you to guide them back and unpick arising misconceptions.

***Points raised should be used to inform targets set at the weekly meeting.**

Notes:

(To inform evaluative comments summarised on page 1)

NB: Student Teacher to save a copy of EVERY LAF in Sub-folder 2 of the QTS Training and Development file.

This LAF will form a key part of the student's ROP ITaP Reflective Portfolio