|  |  |
| --- | --- |
| **Learning Objective (s)** |  |
| **Focus strategy for this observation***(Highlight a maximum of two)* | **Support** | **Structure** | **Task** | **Resource** | **Outcome** |
| **Note what you see against the selected focus areas:** | **Discussion/analysis/interpretation:** |
| **Adaptive Teaching:***How does this look different for different learners?* |  |
| **Key take aways to ask about, action or consider into your weekly meeting or/and further practice:** |  |

**Observation Proforma 3: Lesson Design and Adaptive Teaching**

**For your information:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Support** | **Structure** | **Task** | **Resource** | **Outcome** |
| Adult groupAdult individual1:1 specialistPaired directedPaired undirectedMixed ability group of peersSet ability group of peersIndependentSeating arrangementsQuestioningModellingShared/guided workMetacognitionOpportunities for talkQuiet spacesSpaces for actionSpace to work alongside an adultSpace to work alone | Split start lessonSupport at startSupport for taskSupport for extensionCarouselChunkingPupil led/directedFormative assessmentFeedbackPre-teachingTime allocationRetrieval Didactic teachingIndependent access to resourcesRules and routines | Individual workbookProjectQuestion to exploreChallenge taskGameCreation of resourceOutdoor learningPracticalDramaQuizAspect of continuous provisionScaffolds variousLearning through playRole play | ManipulativesWord banksPencil gripsHelp stationPeer/partnerGraphic organiserDisplayTime allocationSensory toolsMetacognition toolsDual codingTechnologyUse of display | Specific learning outcome or success criteria step as focus |

\**These are suggestions only and are not an exhaustive list of possibilities. These can be as a result of both summative (intended) and formative (in the moment) needs.*