|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learning Objective (s)** |  | | | | | |
| **Focus strategy for this observation**  *(Highlight a maximum of two)* | **Support** | **Structure** | **Task** | | **Resource** | **Outcome** |
| **Describe what you see against the selected focus areas:** | | | | **Explain/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 group  Adult individual  1:1 specialist  Paired directed  Paired undirected  Mixed ability group of peers  Set ability group of peers  Independent  Seating arrangements  Questioning  Modelling  Shared/guided work  Metacognition | Split start lesson  Support at start  Support for task  Support for extension  Carousel  Chunking  Pupil led/directed  Formative assessment  Feedback  Pre-teaching  Time allocation  Retrieval  Didactic teaching | Individual workbook  Project  Challenge task  Game  Creation of resource  Research  Outdoor learning  Practical  Drama  Debate  Presentation  Posters  Quiz  Scaffolds various | Manipulatives  Word banks  Pencil grips  Help station  Peer/partner  Graphic organiser  Display  Time allocation  Sensory tools  Metacognition tools  Dual coding | 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.*