

How much observation and feedback should they receive?

1. **Once a week** - Students will be **formally observed** once each week, and a subject specific lesson feedback record completed – *these can be found on Abyasa or the Partnership Site*
2. This may be by the mentor or another departmental colleague, SLITE or LM on visit.
3. Other less formal observations will take place and either oral or written, feedback given in the **informal observation booklet**, found in the documents tab and are kept in the teaching file.
4. Students are likely to be observed more than this at the start of their school experience, *but it is not generally considered good practice to observe or give feedback every lesson taught by them as this can be overwhelming.*
5. The lessons students have observed should be planned to cover the full range of the classes that they teach and should address specific targets related to their progress, and their subject.
6. Using the [Reflective Questions Resource](#) on page 48, mentors should be able to question students to help them reflect on their teaching and be able to articulate the progress pupils made in the lessons.
7. Feedback should include subject specific rather than generic elements.
8. Feedback should be positive, student led and using the **Reflective Questions** to aid reflection.

Recording the formal observation – Use the Subject specific Lesson Feedback Record

Mentors will use the subject specific **Lesson Feedback Record form**, which can be found either in the document tab on Abyasa, here on the [Partnership Site](#) or will be sent by the LM. We require *subject specific feedback* being given to students which is more useful for them to make progress.

All observation comments must be related to the APL

- Students should provide the observers with the **Subject lesson feedback record**, lesson plan and any other resources produced. The completed sheets should be stored in the Teaching File. The *lesson feedback record* and *lesson plan* are scanned by the ST and uploaded to Abyasa in the **weekly Mentor meeting record** (not as a photo but as a PDF).
- Mentors may prefer to make notes in the lesson and type them up later on the word document, or write on the feedback record directly, either is fine. Others prefer to write a running commentary with some general points at the end on the lesson plan. A chronological analysis of the lesson can be very helpful as one of a range of strategies. All these approaches are designed to support a productive learning conversation between the mentor and the student about the lesson. Further suggestions for mentors will be discussed in mentor training.
- The informal observation booklet is for 'other' members of staff within the department to comment on lessons that they may observe and wish to give feedback to the students. These only have a