**University of Leicester Secondary PGCE**

**Intensive Training and Practice Week (ITP1)**

# Observation notes

Make notes on what you observe; you will use these notes on Wednesday to inform your deconstruction and discussion.

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| Have you obtained and read the school’s behaviour management policy? |  |
| **Outside the classroom** |  |
| Corridor rules? |  |
| Mobile phone rules? |  |
| Entry from playground/ exit from school? |  |
| Break/ lunchtime rules? |  |
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| **Lesson 1** |  |
| Entry to classroom? |  |
| How did the students know where to sit? |  |
| What did the students do as soon as they entered the room? |  |
| Was there anything on the board/ projector/ tables when students entered the room? |  |
| Beginning of lessons (what the teacher did, where did they stand, what interactions did they have)? |  |
| Beginning of lessons (what the students did) |  |
| How was the classroom set up at the beginning of the lesson? |  |
| How did students know when to be quiet during the lesson? |  |
| Did you see an example of the behaviour management policy (sanction or reward) used? |  |
| How did the students know an activity had ended? |  |
| How did the teacher engage with students while they were working? |  |
| How did students know what to do at any point during the lessons? |  |
| How did students know it was the end of the lesson? |  |
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| **Lesson 2** |  |
| Entry to classroom? |  |
| How did the students know where to sit? |  |
| What did the students do as soon as they entered the room? |  |
| Was there anything on the board/ projector/ tables when students entered the room? |  |
| Beginning of lessons (what the teacher did, where did they stand, what interactions did they have)? |  |
| Beginning of lessons (what the students did) |  |
| How was the classroom set up at the beginning of the lesson? |  |
| How did students know when to be quiet during the lesson? |  |
| Did you see an example of the behaviour management policy (sanction or reward) used? |  |
| How did the students know an activity had ended? |  |
| How did the teacher engage with students while they were working? |  |
| How did students know what to do at any point during the lessons? |  |
| How did students know it was the end of the lesson? |  |
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| **Lesson 3** |  |
| Entry to classroom? |  |
| How did the students know where to sit? |  |
| What did the students do as soon as they entered the room? |  |
| Was there anything on the board/ projector/ tables when students entered the room? |  |
| Beginning of lessons (what the teacher did, where did they stand, what interactions did they have)? |  |
| Beginning of lessons (what the students did) |  |
| How was the classroom set up at the beginning of the lesson? |  |
| How did students know when to be quiet during the lesson? |  |
| Did you see an example of the behaviour management policy (sanction or reward) used? |  |
| How did the students know an activity had ended? |  |
| How did the teacher engage with students while they were working? |  |
| How did students know what to do at any point during the lessons? |  |
| How did students know it was the end of the lesson? |  |
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| **Lesson 4** |  |
| Entry to classroom? |  |
| How did the students know where to sit? |  |
| What did the students do as soon as they entered the room? |  |
| Was there anything on the board/ projector/ tables when students entered the room? |  |
| Beginning of lessons (what the teacher did, where did they stand, what interactions did they have)? |  |
| Beginning of lessons (what the students did) |  |
| How was the classroom set up at the beginning of the lesson? |  |
| How did students know when to be quiet during the lesson? |  |
| Did you see an example of the behaviour management policy (sanction or reward) used? |  |
| How did the students know an activity had ended? |  |
| How did the teacher engage with students while they were working? |  |
| How did students know what to do at any point during the lessons? |  |
| How did students know it was the end of the lesson? |  |
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| **Lesson 5** |  |
| Entry to classroom? |  |
| How did the students know where to sit? |  |
| What did the students do as soon as they entered the room? |  |
| Was there anything on the board/ projector/ tables when students entered the room? |  |
| Beginning of lessons (what the teacher did, where did they stand, what interactions did they have)? |  |
| Beginning of lessons (what the students did) |  |
| How was the classroom set up at the beginning of the lesson? |  |
| How did students know when to be quiet during the lesson? |  |
| Did you see an example of the behaviour management policy (sanction or reward) used? |  |
| How did the students know an activity had ended? |  |
| How did the teacher engage with students while they were working? |  |
| How did students know what to do at any point during the lessons? |  |
| How did students know it was the end of the lesson? |  |
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| Other notes |
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