**RE Lesson observation checklist**

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| **Date:** |  |
| **Carried out by:** |  |
| **Year group/class:** |  |

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| **Checklist/Evaluation** | **RAG** |
| The environment is tidy, stimulating and supports learning. |  |
| Layout of the room is effective. |  |
| Lessons are chunked effectively – there is adequate time for practice and challenge. |  |
| Time is utilised effectively – sufficient time for peer/self review – opportunity for deeper independent learning. |  |
| Teacher subject knowledge is good. |  |
| Clear RE objectives. |  |
| Previous learning is revisited. |  |
| High expectations for behavior, positive attitudes lead to strong progress – Be kind.  |  |
| A variety of questioning pedagogies utilised involving open/closed HOTS, pupil talk and active engagement. |  |
| Input is differentiated, so that all ability groups make good progress – evidence of agile teaching is present. |  |
| Pupils’ interest is sustained through relevant and interesting tasks.  |  |
| Teaching professionals contribute actively to learning.  |  |
| Engagement is high; tasks are engaging and practical where appropriate. |  |
| Is learning evenly divided across weeks? |  |
| Teachers explain and model learning well. Exemplars support the modeling of success with high expectations. |  |
| Feedback through questioning is clear so that pupils can learn from mistakes and deepen their knowledge. |  |
| There are cross curricular links to other subject areas. |  |
| The lesson is prepared and resources used are of high quality, including knowledge organisers, and have been adapted with a clear and thoughtful vision from the teacher. |  |
| Teachers are determined that pupils participate actively. |  |
| Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to better their understanding. |  |

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| WWW | EBI |
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