

**Lesson Observation Matrix** - For each focus area, select the category which is most appropriate.

Focus Area	Excelling	Succeeding	Developing	Emerging
<p><b>1. Use of assessment in planning</b></p>	<p>Information from baseline testing and formative assessment is used well to set tasks that are perfectly matched to pupils' prior attainment and which identify next steps accurately to maximise progress and teaching then demands more of pupils.</p>	<p>Information from assessments is used to set tasks that are well matched to pupils' prior attainment.</p>	<p>Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.</p>	<p>Information from assessments is not used effectively in planning.</p>
<p><b>2. Level of challenge</b></p>	<p>The teacher demonstrates deep knowledge and understanding, and work is pitched at a level that is appropriate to the individual.</p> <p>It is challenging - success is achievable only if individual pupils work hard and try their very best.</p> <p>All individuals find the tasks demanding at their own level.</p>	<p>Tasks are set at a level that is suitable for groups of pupils of similar abilities.</p> <p>Any individuals within the group who find the task a little too easy or too difficult are quickly provided with support or given more difficult work, so their progress is not slowed.</p>	<p>Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.</p>	<p>Tasks are not suitably matched to pupils' prior attainment and learning needs, so more than the odd individual find the work too easy or too hard.</p>

Focus Area	Excelling	Succeeding	Developing	Emerging
<b>3. Use of Supporting Staff</b>	TAs are highly effective in promoting rapid learning for groups of pupils of all aptitudes and needs.	TAs are well deployed to support learning for groups of pupils regardless of their aptitudes and needs so that all such groups make at least good progress.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	TAs do not support meeting the needs of groups of pupils, so their learning is limited either by too much being done for them, rather than being helped to do the work for themselves, or by too little support being provided.
<b>4. Opportunities to develop reading, writing, maths and ICT skills</b>	The work includes appropriate opportunities to develop pupils' skills in reading, writing, mathematics and ICT, as well as providing opportunities for extending wider skills, such as research and co-operative working.	The work includes some opportunities to develop pupils' skills in reading, writing, mathematics and ICT.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	The lesson has a negative impact on pupils' reading, writing, maths and ICT skills.
<b>5. Use of strategies and tasks to engage pupils</b>	Strategies and tasks enthuse pupils so that they persevere when faced with difficult problems and are resilient, keen to succeed and to learn more, and high expectations of pupil behaviour are supported.	Pupils find the strategies and tasks interesting and enjoyable.  They concentrate well and pay full attention to the teacher.	Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.	Pupils are bored by the strategies and tasks, and may become disruptive.

Focus Area	Excelling	Succeeding	Developing	Emerging
<p><b>6. Pace and depth of learning</b></p>	<p>The pace of learning is optimised throughout the lesson as the teacher is able to use the time to best effect to support pupils at the time, they need such support.</p> <p>As a result, almost all pupils make significant and sustained progress.</p>	<p>The pace of learning is good throughout the lesson as time is used productively.</p> <p>The teacher provides well-targeted support for groups of pupils, including more able and disadvantaged pupils, as appropriate.</p> <p>As a result, most pupils make better than expected progress.</p>	<p>Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.</p>	<p>The pace of learning is slow because pupils are held back by having to wait for the teacher or other members of the class.</p> <p>As a result, progress is inadequate for pupils or groups of pupils.</p>
<p><b>7. Use of questioning</b></p>	<p>Questions tease out pupils' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure.</p>	<p>Questions tease out most pupils' understanding so that the teacher is aware of the degree to which most pupils are secure.</p>	<p>Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.</p>	<p>Questions are closed and are not used to assess pupils' understanding so the teacher is unable to adapt the task in the light of such assessment.</p>
<p><b>8. Assessment of learning during lessons</b></p>	<p>Systematic formative assessment is used well to modify teaching, the work for each individual pupil is adapted in the light of misconceptions that are brought to light through questioning or checks on pupils' work.</p>	<p>Lessons are adapted in response to misconceptions that are brought to light through questioning or checks on pupils' work; any inconsistencies in assessment are clarified and solved via moderation.</p>	<p>Any aspect that does not meet the requirement for 'good' or 'outstanding' will 'require improvement'.</p>	<p>The teacher does not assess the pupils during the lesson to find out what they have learnt and how secure they are in their understanding, so that some pupils do not understand, while others have already grasped a concept and are ready to move on.</p>

Focus Area	Excelling	Succeeding	Developing	Emerging
<p><b>9. Communication &amp; Social Understanding</b></p>	<p>Staff fully understand student's communication needs and timely modifications enable student to be actively understand and be engaged in their learning.</p> <p>Students have individualised tools tailored to their needs which enable them to communicate and socially interact at their level resulting in clear positive outcomes.</p> <p>Stimulating and well-presented activities support students to engage increasingly in a range of challenging situations.</p>	<p>Staff understand the function of communication and social interaction. Communication is modified to enable the student's understanding.</p> <p>Students are provided with tools and support to enable them to communicate and interact successfully.</p> <p>Activities enable students to develop SC skills in a range of situations.</p> <p>Staff support students to manage change and transitions effectively providing the necessary tools.</p> <p>The environment supports independent functioning, choice and decision making, reducing reliance on adults.</p> <p>Life skills and personal safety are facilitated by staff.</p>	<p>Staff understand the basic functions of communication and social interaction.</p> <p>Communication is modified, but not consistently, to enable the student's understanding.</p> <p>Students are provided with some tools and support to communicate and interact but not yet consistently.</p> <p>Social Communication skills are developed in some situations.</p> <p>Staff recognise students require support with change and transitions and provide some tools to support this.</p> <p>The environment supports some independent functioning, choice and decision making and there are some opportunities for the development of life skills and personal safety.</p>	<p>Staff show limited understanding of communication and social interaction.</p> <p>Communication is only occasionally modified to help the student's understanding.</p> <p>Students are provided with a few inconsistent tools to support communication and interaction.</p> <p>Staff do not demonstrate understanding of the difficulties around change and transitions.</p> <p>The environment does, to some extent, support some independent functioning, choice and decision making with occasional opportunities for the development of life skills and personal safety.</p>

Focus Area	Excelling	Succeeding	Developing	Emerging
<p><b>10. Emotional Regulation (Sensory Experiences &amp; Well-Being)</b></p>	<p>The environment is well modified and adjusted in response to student needs.</p> <p>Staff effectively support students to use personalised tools to help them remain emotionally regulated and regulating activities are incorporated well during the school day.</p> <p>Students recognise there is time built in for them to enjoy these.</p> <p>Staff are in tune with supporting students who are experiencing difficulties with sensory overload.</p> <p>Staff understanding of how to support emotional regulation through recognition of the underlying causes enables quick and effective de-escalation strategies.</p> <p>Students self-regulate successfully which results in them being ready for learning, build their interests and strengths.</p> <p>They are well supported to understand the emotions of others building positive relationships.</p> <p>Students make meaningful and effective contributions to their community.</p>	<p>Staff understand the challenges in sensory processing and take this into account in modifying the environment.</p> <p>Personalised tools support the students to help them remain emotionally regulated and time is built in for students to enjoy these.</p> <p>Activities are incorporated in recognition of student's arousal levels and these help the students to self-regulate.</p> <p>A range of strategies are implemented to support students who are experiencing difficulties with sensory overload.</p> <p>Staff are aware of their role in supporting the students' emotional regulation and seek to understand the underlying causes.</p> <p>De-escalation strategies are successful, and students are supported to self-regulate which helps them to be ready for learning and build their interests and strengths.</p> <p>Staff support them to understand the emotions of others.</p> <p>Students make meaningful contributions to their community.</p>	<p>Staff show understanding in the challenges in sensory processing and the environment is somewhat modified.</p> <p>Personalised tools support students to be emotionally regulated but these are not consistently supported.</p> <p>There is little time built in for students to enjoy these.</p> <p>Activities to support student's arousal levels are limited with some understanding of strategies to support students who are experiencing difficulties with sensory overload.</p> <p>Staff are partially aware of their role in supporting the students' emotional regulation and have some understanding of the underlying causes.</p> <p>De-escalation strategies are implemented with some effect on student's self-regulation.</p> <p>Staff show some support to them to understand the emotions of others.</p> <p>Students make some contributions to their community.</p>	<p>Staff show limited understanding in the challenges in sensory processing and the environment has limited modification.</p> <p>There is little support for students to be emotionally regulated.</p> <p>Staff demonstrate limited understanding of strategies to support students who are experiencing difficulties with sensory overload.</p> <p>Staff are partially aware of their role in supporting the students' emotional regulation, but there is little understanding of the underlying causes.</p> <p>De-escalation strategies are often ineffective.</p> <p>Students make limited contributions to their community.</p>

Observation Form				
<b>Teacher:</b>		<b>Observer:</b>		<b>Date &amp; Time:</b>
<b>Class:</b>		<b>No of Students:</b>		<b>No LSAs:</b>
<b>Focus:</b>		<b>Context:</b>		

Key Observation Descriptors	EXC	SUC	DEV	EMB
How effective is planning in taking account of data and prior attainment?				
How well does the teacher demonstrate their knowledge to provide a level of challenge?				
How effective are support staff in promoting and supporting learning?				
How well does the learning promote opportunities to develop core skills?				
How well does the teacher engage pupils and support them to achieve high expectations?				
How effective is the use of pace and depth of learning for all pupils?				
How effective is the use of questioning and probing to tease out pupil learning?				
How effective is formative assessment, feedback and AfL in supporting differentiation and addressing misconceptions?				
How well do staff provide for the communication needs of their pupils and implement these to ensure full access to the lesson?				
How well do staff provide for the emotional regulation of their pupils through their transactional supports?				

<b>Key</b>	<b>Exceeding</b>	<b>Successful</b>	<b>Developing</b>	<b>Embedded</b>
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**Progress of Every Child** (*Data and Targets, AfL, RWM, Feedback, Environment, Independence, Progress over Time*).

**What Went Well:**

**Even Better If:**

**Engaging Students** (*Pace, Language, Structure, Routines, Building on Strengths and Interests, Lesson Content & Approaches*).

**What Went Well:**

**Even Better If:**

**Supporting and Challenging (*Use of LSAs, Interventions, Differentiation, Depth of Learning, Problem Solving & Transitions*).**

**What Went Well:**

**Even Better If:**

**Social Communication (*Extent Students are supported in Communication and Social Understanding*).**

**What Went Well:**

**Even Better If:**



**Emotional Regulation (*Extent Students are supported in their Emotion regulation, Well-Being and Sensory experiences*).**

**What Went Well:**

**Even Better If:**

**Areas for Development Including the Sharing of Good Practice Identified & Training & Support Required**