Lesson Reflection Form (CLT leader)

Teacher		Observer		Date	
Type of learners	14-16, 16-18, 19+, Apps, Employability Other:	**Qualification type**		**Learners present**	
		Course level	E 1 2 3 4 M	**No. on register**	
				No. late	
Curriculum area		**Subject area**		**Observation duration**	

Research phase		Evaluation phase	
Summary of impacts to be addressed Identified at the beginning of the research phase		Issue resolved/ new impact achieved?	New innovations
Learners should be able to solve problems and/or develop their understanding for themselves, and so be more independent. I'm too quick to give developmental feedback.		Y	
My less-confident learners aren't practising and refining their ability to vocalise their ideas sufficiently. I need to reflect on my Q&A techniques to ensure everyone processes the answers to important questions, not just the most vocal.		Y	
I want to really capture my learners' imagination and/or rev them up for learning at the start of the session to ensure I engage them fully.		Y	
Over-contributing learners have a tendency to dominate plenaries, so causing a drop in learning momentum for others. I need to develop strategies that harness their enthusiasm, but don't steal opportunities for contributions from others.		N	
Number of issues resolved		**3/4 (75%)**	
New innovations*			
Excellent use of wikis to ensure all learners hand their written work in on time.			1
Excellent use of curiosity at the end of lessons to promote personal study between lessons.			1
Number of new elements of practice			**2**

[The above data should be aggregated for all teachers in this CLT leader's area to help the whole team evaluate the impact of the RED system on TLA.]

Context and focus

Overall evaluation of positive, negative, missing or unintended impact

Positive impact

Areas for further consideration

Areas for further consideration identified by the teacher

Additional overall notes to highlight, such as: room layout, temperature, E&D, maths, English, ILT, etc..

Strategy/activity	Impact on learning
Strategy/activity	Impact on learning