

Checklist for 3 part ICT Lesson

This checklist has been devised to help with lesson observations. No single lesson will contain all the features listed, but you can use the checklist to note aspects of teaching that you see in each part of the lesson.

In the introduction, the teacher:

- Gives a clear start to lesson
- Recaps on previous lesson(s) knowledge, understanding and skills
- Asks a range of open and closed questions
- Targets individuals, pairs or small groups with particular questions
- Maintains a brisk pace
- Makes sure that all children can see the teacher and any demonstration
- Uses children's responses to make an informal assessment
- Makes sure any support staff give discreet help to certain children
- Organises pairs or groupings
- Avoids running over time and moves smoothly to the next part of the lesson

In the main activity, the teacher:

- Makes clear to the children what they will learn
- Tells children what work they will do and how long it should take
- Tells children what, if anything, they need to prepare for the plenary session
- Maintains pace and gives children a deadline for completing their work

When working directly with the whole class, the teacher:

- Demonstrates and explains ideas and methods using a whiteboard, flipchart, computer, OHP
- Highlights new vocabulary or terms and use them appropriately
- Involves children interactively through carefully planned questioning
- Asks children to offer their methods and solutions for discussion
- Ensures that children with particular learning needs are supported effectively with

appropriate resources, wall displays or adult help

- Identifies and corrects any misunderstandings or forgotten ideas
- Uses mistakes as teaching points

When working directly with individuals, pairs or groups, the teacher:

- Gives a clear introduction to tasks
- Sets clear time scales and expectations for the tasks
- Ensures the degree of differentiation is manageable usually at no more than three levels of difficulty
- Ensures that children have equal access to hardware
- Maintains all children's interest and motivation and makes sure they are on task
- Sits and works intensively with groups (does not flit between individuals)
- Makes appropriate use of any support staff or adult helpers to:
 - Keep the children working on related activities
 - Target individuals or pairs for particular questioning or support
 - Encourage children to discuss and cooperate during paired work

In the plenary, the teacher:

- Makes sure that there is sufficient time for the plenary
- Draws together what has been learned, highlighting key points, and vocabulary, and what needs to be remembered
- Indicates links with previous work, or where the work is leading
- Brings the lesson to a close, reflecting on what has been achieved

General management features:

- Seating arrangements allow children to see demonstrations and resources clearly
- Resources and vocabulary have been prepared for use in the lesson
- Any classroom assistants have been fully briefed and are aware of their role

