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Mathematics Observation

*To be completed by the Class Teacher/Mentor/SE Tutor observing a trainee during School Experience*

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| Trainee Teacher: | School: | | Year Group: | Date: |
| SE Tutor: Class Teacher: | | PGCE / SCHOOL DIRECT / BA  SE1 SE2 SE3 | Group Size: | Week: |

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| **Observer’s comments / advice** linked to the Teachers’ Standards **and** the mathematics. ‘Perfect Six’  *Concrete – pictorial – abstract Problem solving and reasoning Language and talk Misconceptions Questioning Making connections* | |
| **Evidence of ‘Perfect 6’** **seen in planning, teaching and learning**  **CPA (Concrete-Pictorial-Abstract)**  How is conceptual understanding developed?  Do the representations help children to understand the mathematics?  **Misconceptions**  Are potential errors and misconceptions explored and discussed?  Are mistakes valued as a learning tool?  Are language/resources/ explanation used accurately?  **Questioning**  How effective are questions in promoting mathematical thinking?  Are children encouraged to ask their own questions?  **Language and Talk**  Is correct and accurate mathematical vocabulary introduced and then used by children? How and when?  Is focused mathematical talk promoted and developed?  **Problem solving and reasoning**  Are children encouraged to explain and justify their thinking?  Are children given opportunities to apply their mathematics to a range of problems?  Do children try out ideas, take risks and learn from mistakes?  **Making connections**  Are there connection made by the trainee with other areas of mathematics?  Are children given the opportunity to link their learning with other relevant areas of mathematics? |  |
| Strengths related to Perfect 6:  Areas for development related to Perfect 6: | |
| General Comments | |
| **Please print & sign below:**  **Observer/s………………………………………………..…………… Trainee……………………………………………** | |
| *1 copy for SE Tutor/ 1 copy for trainee/1 copy for Class Teacher* | |