

[to be filled out by the person being reviewed]

**Module/ course:**

**Teacher:**

**Session date/ time:**

**Session title/ topic:**

**Number of students:**

**Level of students:**

**Aims/ objectives of the session:**

**Is there anything you would like the reviewer to focus on, in particular?**

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[To be filled out by the reviewer]

**Reviewer:**

**Comments in relation to the aims/ objectives and teacher requests:**

**1 point to take away from this observation (that you might use in your own teaching)**

**1 point where you think the teacher might be able to develop (a constructive comment!)**

**Other comments:**

**Notes on conducting a peer-review:**

These notes are based on the experience of conducting a number of peer reviews in January 2014 and are intended as suggestions to help you carry out your peer review effectively when in the classroom.

**- Preparation:**

- Make contact with the person you are reviewing before the class and check with them the time, location and any other details you need to know about the class.
- Arrive on time (or early) and sit amongst the student unless you've been requested to sit at the back of the class.
- Be prepared to introduce yourself briefly, if required.

**- In the classroom:**

- There are two levels here: a description of the practice that goes on in the classroom and your appraisal and suggestions in relation to that practice (positive points and constructive suggestions for development). Write your notes in rough and then type them up at a later date onto the front of this form. I would advise you to write your comments about 'what happens' in one colour and your 'comments on what happens' in another. This will help you to differentiate your reporting from your appraisal.
- **WHAT HAPPENS.** My basic approach has been to try to "reverse-engineer" the lesson plan, i.e. to try to work out the teacher's plan for the lesson based on your experience in the classroom. Questions to think about:
  - What are the teacher and students doing at each stage of the class?
  - What is happening and when is it happening?
- **COMMENTS ON WHAT HAPPENS.** An effective peer review should pick out points that you felt were effective, as well as making suggestions for improvements in the class. In order to develop this aspect, think about the following questions
  - Did the activities work effectively (in your opinion)?
  - How did the students respond during the class? (this is particularly important because the teacher is often not in a position to see this as they are concentrating on managing the class)
  - Could the activities have been ordered or structured differently?
  - Could an additional or a different activity have been used/ applied?

**- After the class:**

- Write up your notes. You should include only the 1 or 2 most important elements that you picked up during your observation rather than trying to fit everything in.
- Arrange to meet with the person that you were reviewing and offer them verbal feedback (where you can perhaps go into some more detail) and talk them through the form that you have filled in (i.e. the most important points that you want to make to them).
- Update the form, if necessary, and email it to the person you have reviewed.
- Think about how you might apply the lessons learned to your own teaching.
- Think about asking a colleague (possibly the person that you reviewed) to come and review your class.