



Lesson Observation

Teacher:	Aleksandra	Programme & Level:	AM IELTS
Observer:	Sara	Number of learners:	15
Date:	22.01.26	Duration:	75 mins

Summary of Lesson:

Students were introduced to the topic of sleep with a catchy lead-in 'how many hours of sleep do you usually get?', which prompted some discussion. Aleksandra pre-taught relevant vocabulary and then students did a jigsaw reading on the topic.

Strengths:

The lesson was fun and interesting and students were very engaged from the beginning and throughout. Aleksandra was very attuned to the students and drew connections between their own experiences/ examples given during lead-in phase.

Vocab that naturally arose was dealt with effectively e.g to take a toll. Students were very comfortable asking for clarification of anything they did not understand.

Teacher monitored closely and was able to elicit answers from students re: meaning of words/ what the task required and explain when necessary.

CCQs for instructions (can I use one/ two/ three words per answer?)

Answers clearly written on board allowed students to easily follow.

Areas to Improve:

While attention was drawn to the importance of key words/ underlining etc **during** the task, this could have been highlighted before students started as a way of directing focus. Students were later asked to point out where they had found the answers which was helpful.

Modelling – some confusion around the order they had to ask in (A or B). Some students read the answers from their partner's worksheet rather than asking/ answering verbally so students could be encouraged not to show their own worksheet to their partner.

Timing: Students were given a realistic time frame and instructed when to move on (Student A to Student B). The task was 'meaty' and may have taken longer than originally planned, meaning less time for the follow-on activity.

Action Plan:

Follow-up: Did students come back to the topic in subsequent lessons/ do any follow-up activities e.g Taboo? How can students retain/ reuse the vocabulary?

Homework should be given every day as a way of consolidating the lesson aims e.g vocab/ write paragraph etc.

Timing and instructions can be tightened up a bit, with emphasis being put on reading techniques before the task.

Students must bring books to class every day

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1. Lesson Aims, Planning & Syllabus Alignment

(What the teacher intended and how well it fitted the programme)

- Clarity and appropriateness of lesson aims
- Skills and knowledge targeted and rationale
- Alignment with syllabus and course outcomes
- Connection to previous and subsequent lessons
- Suitability of lesson content

- Teacher preparedness

Exceeds Expectation	Meets Expectation	Some Improvement Needed	Below Expectation
	x		

2. Lesson Structure, Pace & Engagement

(How the lesson unfolded and how engaged students were)

- Effective lesson opening (warmer / hook)
- Logical setup and staging of activities
- Appropriate pace and level of challenge
- Efficient use of lesson time
- Student interest, relevance and motivation
- Variation of interaction patterns (T-S, S-S, etc.)

Exceeds Expectation	Meets Expectation	Some Improvement Needed	Below Expectation
	x		

3. Teaching & Learning Processes

(How learning was explained, practised and supported)

- Clarity of explanation and instruction
- Opportunities for learning to occur (where/how)
- Monitoring and checking of understanding
- Handling of student questions and errors
- Development of learning skills
- Evidence of four skills practice

Exceeds Expectation	Meets Expectation	Some Improvement Needed	Below Expectation
	x		

4. Classroom Management

(How the teacher managed people and space)

- Classroom management and group control
- Student willingness to participate and ask questions

- Mood and Atmosphere
- Heating and lighting
- Use of mobiles phones
- Use of physical space to support learning

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x			

5. Resources, Materials & Learning Evidence

(How learning was supported and made visible)

- Effective use of board
- Effective use and quality of materials
- Recording and use of new vocabulary
- Clarity of learning achieved (what students can now do)
- Evidence of homework or follow-up learning

Exceeds Expectation	Meets Expectation	Some Improvement Needed	Below Expectation
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6.

(How learning was supported and made visible)

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- Effective use and quality of materials
- Recording and use of new vocabulary
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	x		



Lesson Observation

Teacher:	Deirdre [signature]	Programme & Level:	Gen AMA2
Observer:	Jonathan Duignan	Number of learners:	6
Date:	January 28, 2026	Duration:	75minutes

Summary of Lesson:

Learners practised asking and answering questions about experiences of food and travel using the present perfect structure- *Have you been to ... Have you ever eaten?*

Strengths:

Teacher was active, energetic and engaged at all times. He commanded the class with authority, The class were attentive, responsive and valued the teaching. Subject matter was appropriate to level. Plenty of time was dedicated to mastering this key area. Excellent classroom management - homework issued, coursebooks checked for handwriting, students not leaving the room or on their phones etc

Areas to Improve:

Clearer staging would improve mastery of the key area. At times the stages seemed jumbled. It is worth having a clear sequence of stages. Traditionally-

- I. Presentation: Teacher models structure
 - II. Practice: Learners drill variations
 - III. Production: Freer Practice expanding to real life information exchanged,
- It would be beneficial to have more monitoring writing for accuracy at the beginning. This would allow learners clearer on the mechanical structure of the question forms (question, negative and affirmative), which some were continuing to struggle with until the end.

More variety of Interactive patterns would allow for natural information exchange which there is evidently an appetite for it among the learners, which in turn drives incentive for mastery. Below is my estimate of the interaction was distributed.

T → Ss – Teacher to whole class 80%

T → S – Teacher to individual student 10%

S → T – Student to teacher 3%

S ↔ S – Pair work (student–student) 7%

Ss ↔ Ss – Group work 0%

Ss → T – Students reporting back to teacher

Ss (individually) – Individual work

Please invest the time to move furniture, create learners circles, create new pairs, allow pair work run.)

Finally don't hesitate to employ periodic silence strategically. It can be very effective.

Action Plan:

Follow up observation within three cycles.

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6. Programme Policy & Procedure

- Writing in textbooks homework or follow-up learning
- L1 management
- Latecomers and students leaving the classroom
- Attendance & records of work
- Photocopying

Exceeds Expectation	Meets Expectation	Some Improvement Needed	Below Expectation
x			

Lesson Observation

Teacher:	Hugh ...	Programme & Level:	Gen AM C1
Observer:	Jonathan Duignan	Number of learners:	8
Date:	January 14, 2026	Duration:	75 minutes

Summary of Lesson:

*The lesson consisted of a review of vocabulary items describing varieties of the human voice, followed by a grammatical analysis of defining vs. non-defining clauses, ending with a class reading of *The Awakening* by Kate Chopin.*

Strengths:

Teacher employed a confident, entertaining, and engaging style. He commanded the class with authority. The class were attentive, responsive, and displayed confidence in his teaching. Both his diction, clarity of instruction, and exposition were very strong.

Areas to Improve:

the Reader (1) is in the syllabus primarily to develop learners' extensive reading skills. In other words, we want students to build up a tolerance and appetite for processing ever larger chunks of text independently, on their own, unaided. The check-in in class should be to positively reinforce their reading-alone activity and re-motivate those who are falling behind. It should not be an attempt to substitute their lonely work by reading together and discussing random vocabulary. While this has merits, it is simply a continuation of other vocabulary exercises.

At this level, given the autonomous nature of B2/C1 learning, homework (2) design is crucial. It should be set and explained at the beginning of the lesson, as opposed to the end, where it can feel like a less-than-important add-on.

Conscious Vocabulary Management (3): There is a huge amount of vocabulary—ranging from essential to obscure—under consideration in the observed lesson. The essential items need to be collected, recorded, and assessed. The “nice to know” and obscure items can be handled differently.

The interaction pattern (4) was almost entirely teacher-led whole-class discussion. While this motored along nicely due to your engaging manner, a variation in patterns of interaction would challenge the learners. For example, dictation (5) (focused listening) is an excellent technique for you to introduce text, vocabulary, ideas, etc.

As the C1 grammar (6) syllabus can be challenging, a quick swot-up before the lesson is recommended. The request by a student for a tip to distinguish Defining v Non Defining clauses was a legitimate and predictable one. While you improvised well about the determiner Whose- by promising to return with a full definition -it would be worth tightening up on this notorious grammar blackspot ahead of time.

Finally, the many cultural references (7) were enjoyed by most learners, but I worry I was not alone in a lot going over my head.

Action Plan:

Please take the time to reflect on the questions below which we can explore further in a follow up observation later in the year.

1. Why are we doing a reader?
2. What happens to all the vocabulary that comes up in class?
3. How can my homework be structured to accelerate learning?
4. Is there sufficient variation of the interactive patterns?
5. Should I tighten up on my grammar explanation?
6. Should I try using dictation more often?
7. Does everyone understand the cultural references?

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5. Resources, Materials & Learning Evidence

(How learning was supported and made visible)

- Effective use of board
- Effective use and quality of materials
- Recording and use of new vocabulary
- Clarity of learning achieved (what students can now do)

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		x	

6. Programme Policy & Procedure

- Timekeeping
- Attendance management
- Latecomers and students leaving the classroom
- Photocopying and writing in textbooks
- homework or follow-up learning
- Handling L1 and mobile devices
- records of work and assessment

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		x	

Observer:

Teacher.....



Lesson Observation

Teacher:	Niall Ryan	Programme & Level:	AM B1
Observer:	Jonathan Duignan	Number of learners:	c10
Date:	14 January 2026	Duration:	80 minutes

Summary of Lesson:

Learners worked through worksheets converting passive and active voice at sentence level.

Strengths:

Teacher enjoyed a good rapport with the learners. He was prepared and the lesson was generally commensurate with the level. He was active at the board and circulated when appropriate. Timing of activities was good. His explanations were largely clear, and it was evident homework was been issued and checked.

Areas to Improve:

Material Selection

Please assess supplementary materials carefully. There is a large amount of AI-generated and low-quality worksheets available online. If you choose to supplement the core materials with third-party resources, you should be confident in their quality, accuracy, and suitability for the learners and lesson aims.

Instructions

Prepare your instructions to be as brief, clear, declarative, and authoritative as possible. This will support learner focus and reduce unnecessary clarification during activities.

Pairwork Choices

If you feel that pairwork makes an activity more engaging and effective, commit to it. Giving learners the choice between working individually or in pairs can lead to confusion and uneven engagement.

Boardwork

Boardwork was generally good. However, please ensure you step aside once you have finished writing so all learners can clearly read what is on the board.

Small cultural point: in some Asian contexts, writing names in red can be problematic, so it is best avoided where possible.

Checking Understanding

When checking understanding, try to find out rather than ask. Questions such as “Does everyone understand?” or “Any problems?” rarely identify actual issues. More targeted checking questions are likely to give you more reliable information.

Lesson Staging and Transitions

Write the “menu” of the lesson on the board at the beginning of the class and clearly sell the learning outcome to the learners. You should aim to integrate at least three of the four skills into each lesson.

Additionally, transitions between lesson stages should be more clearly highlighted. These are opportunities to pause, recap, re-energise the class, and refocus attention before moving on.

In fairness, after approximately 45 minutes, introducing the next activity with “I have another worksheet here – it should be easier” did not generate much enthusiasm. Clearer signalling of purpose and relevance at this stage may help sustain engagement.

Action Plan:

A follow up observation to be scheduled to confirm improvements have been made.

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		x	

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		X	

6. Programme Policy & Procedure

- Writing in textbooks homework or follow-up learning
- L1 management
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- Attendance & records of work
- Photocopying

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		x	



Lesson Observation

Teacher:	Nick Duignan	Programme & Level:	AM A2+
Observer:	Jonathan Duignan	Number of learners:	14
Date:	21 April 2026	Duration:	60 minutes

Areas to improve from Previous Observation(January 2026)

1. Material Selection
2. Instructions
3. Pairwork Choices
4. Boardwork
5. Checking Understanding
6. Lesson Staging and Transitions

Summary of Lesson:

Various grammar exercises from Unit 4A of English File (Third Ed) on the subject of Pres perfect verb formation and the use of the adverbs just, yet and already

Strengths:

- Teacher appears committed, remained standing, and engaged with the process at all times
- Teacher enjoyed a good Rapport with learners
- Learners appeared to value in the lessons , were confident to ask questions and generally bought into the lesson
- Teacher was kind towards isolated student, showing keen pastoral tendencies
- Improved classroom management in terms of note books, writing in books, better materials, and circulating to monitor pairwork.

Areas to Improve:

Instructions -a lot of gratuitous talking time remains.

Be carefully of fossilized instructions, and in grained tags such as *Guys. right?*

Seating

Take ownership of where students sit. One student was marooned in the middle.

Pairwork; Think carefully why you form pairs and when individual work or whole group activity might be more efficient or effective)

Boardwork; be careful of obscuring the view of the board

Checking Understanding; Find out that they know instead of asking them if they know

Lesson Staging and Transitions

Clearer signposting of different sections of the glass would be beneficial. Integrating more skills (not just grammar practice would be beneficial.)

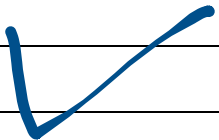
Action Plan:

Niall to attend internal workshops

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		x	

Observer.....
Teacher.....



Lesson Observation

Teacher:	Saman Ansari	Programme & Level:	AM A1
Observer:	Jonathan Duignan	Number of learners:	6
Date:	18 February 2026	Duration:	60 minutes

Summary of Lesson:

Teacher (T) checked Learners' (Ls) knowledge of family/relations vocabulary and teased out comprehension and recall of lexical items and grammatical structures using the Reading from Headway Elem P12 (Jason Cole)

Strengths:

T has good presence, showed attention to Ls and clear board work

Areas to Improve:

1. **a root and branch review** of outcome planning, lesson design, real-time amendments to delivery and thorough questioning of each choice made and its alternatives
2. more effective use of **time** to achieve clear demonstrable outcomes
3. Use **syllabus** as a starting point and figure out to apply it to the need and level of the group
4. **Guided sense-making** only appropriate if tightly anchored in the Target language not in the Meta Language (for example – if the Target language is “I am fine thank you – how are you ? ask the learner “How are you???? Not – what is the response to -how are you?
5. At this level, in speaking practice it is best to encourage **fluency over accuracy** in cases where meaning is not impeded
6. **Personalise** the content. Everybody has a family to describe and therefore the communication is more meaningful
7. Try **choral drilling** which can be very effective and energising
8. If you feel **pair work** makes the activity more engaging and effective- commit to it. Giving Ls the choice of working on their own or forming pairs can be confusing

Action Plan: <i>A follow up observation to be schedule in the next cycle</i>

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Observer:

Teacher.....



Lesson Observation

Teacher:	Ivanka Veselova	Programme & Level:	AM B1 (B)
Observer:	Sara	Number of learners:	11
Date:	21/01/26	Duration:	60 mins

Summary of Lesson:

Students studied/ reviewed prepositions of place and movement, as well as some dependent prepositions. Ivanka gave her own grammar presentation, along with employing the use of English File B1+ P32/ P137. There was a balance between explanation, controlled practise, and freer practise at different stages during the lesson.

Strengths:

From the beginning, Ivanka showed skill at eliciting from students what they were already familiar with. The class were engaged and at ease, with minimal evidence of phone use/ other classroom management issues, and instances of laughter and even singing! Ivanka made full use of gestures/ visuals to explain clearly and responded very well to questions e.g over vs above/ past vs pass etc.

Areas to Improve:

There may be opportunity to incorporate more pronunciation work into future lessons e.g towards, through etc.

Ivanka explained well throughout and could develop some CCQs to ensure full understanding after her explanations. As many students were seemingly quite familiar with the topic, some may have been reluctant to answer questions such as 'is it clear?/ do you understand?' with a no.

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