

COACH OBSERVATION MARKING CRITERIA 2025/2026



PROFESSIONAL STANDARDS (15)

	URGENT ATTENTION 1	UNDER REVIEW 2	REQUIRES IMPROVEMENT 3	GOOD 4	EXCELLENT 5
Fully prepared for the lesson, set up prior to the lesson, (5)	The coach is unprepared, with no setup completed before the session begins.	The coach arrives just in time or begins setting up as pupils arrive, causing noticeable delays.	Preparation is incomplete or last-minute, causing a slightly delayed or disrupted start.	The coach is well-prepared, with the session set up in good time for a prompt start.	The coach is fully prepared, with all equipment set up well before the start of the lesson.
Set high expectations: - Session plan and success criteria in place, area checked and set up appropriately? (5)	No evidence of a session plan, success criteria, or learning goals.	The session lacks a clear or purposeful plan, and success criteria are absent or irrelevant.	A basic or loosely structured plan is in place but learning goals or success criteria are vague or underdeveloped.	A session plan is in place with clear learning intentions and basic success criteria.	A detailed session plan is in place, with clearly defined learning objectives and success criteria.
Achieve sufficient gains in pupil knowledge, skills and understanding (Intent)? (5)	Pupils make no meaningful progress in the lesson.	Limited or unclear evidence of progress in pupil learning.	Pupils make some progress, but it is inconsistent across the group.	Pupils make secure progress in knowledge, skills, and understanding.	Pupils make outstanding progress in knowledge, skills, and understanding throughout the session.
Full Edstart Uniform (No unbranded uniform including black trainers, black socks)	Coach must have FULL Edstart Uniform on		Coach Folder - Completed with all documents	Coach Folder on site, with ALL documents completed	

TRACKING PUPIL PROGRESS (25)

	URGENT ATTENTION 1	UNDER REVIEW 2	REQUIRES IMPROVEMENT 3	GOOD 4	EXCELLENT 5
Do pupils understand what they are doing and why and know how well they have done? (5)	Pupils do not understand what they are doing or why.	Pupils are unclear about either the task, its purpose, or both.	Pupils show a basic understanding of the task but may struggle to explain its purpose clearly	Pupils understand what they are doing and give a reasonable explanation of why.	Pupils have a clear and confident understanding of the task and its purpose.
Does the Coach use a range of assessment strategies and methods to secure pupils' progress? (5)	No effective assessment strategies observed.	Assessment strategies are minimal or used without clear purpose.	A limited range of assessment strategies are used, often inconsistently.	A range of assessment methods are used regularly (e.g., questioning, marking, mini plenaries).	A wide variety of assessment strategies (formative, summative, peer, self, observational) are used consistently and effectively.
Does the Coach employ strategies to meet individual needs, including the most and least able pupils? (5)	No evidence of strategies to meet individual needs.	The same task is given to all pupils, regardless of ability or need.	Differentiation is limited or inconsistent.	The coach uses some differentiation strategies to support a range of abilities.	The coach consistently plans and delivers differentiated activities that challenge all ability levels.

Does the Coach use effective questioning to address any misconceptions? (5)	No effective questioning observed.	Very few questions are asked during the session, or they lack relevance to learning goals.	Questioning is mostly surface-level or closed, with limited impact on correcting misconceptions.	Questioning is mostly surface-level or closed, with limited impact on correcting misconceptions.	The coach consistently uses a range of open and targeted questions to probe understanding and uncover misconceptions.
Does the Coach use evidence of pupils' progress in lessons to adapt teaching? (5)	No evidence that the coach is monitoring pupil progress.	There is little visible assessment of pupil progress during the lesson.	The coach checks for understanding but does not always act on what is observed.	The coach checks pupil understanding regularly during the session using appropriate methods (e.g., questioning, observing, task completion).	The coach actively and continuously assesses pupil progress through observation, questioning, and task outcomes.

CONFIDENCE IN DELIVERY (35)

	URGENT ATTENTION 1	UNDER REVIEW 2	REQUIRES IMPROVEMENT 3	GOOD 4	EXCELLENT 5
Does the Coach achieve sufficient gains in pupil knowledge, skills and understanding (Intent)? (5)	No clear learning intent is observed.	Little evidence of measurable gains in pupil knowledge, skills, or understanding.	Progress is variable — some pupils improve, others do not.	Pupils make clear progress in knowledge, skills, and understanding.	Pupils make outstanding progress in knowledge, skills, and understanding during the session.
Does the Coach use teaching methods that motivate, engage and include all pupils. Positive body language? (5)	Teaching methods are ineffective, repetitive, or inappropriate for the group.	Teaching methods lack variety or inclusivity, leading to poor engagement.	The coach uses a limited set of strategies, with mixed levels of engagement.	The coach uses a range of effective teaching methods that keep most pupils engaged.	The coach consistently uses a variety of engaging and inclusive methods that cater to all learning styles and abilities
Does the Coach maximise opportunities for pupils to be physically active. Pace of the lesson is good? (5)	Very limited physical activity is observed — most of the session is spent sitting, standing, or waiting.	Pupils are inactive for large parts of the lesson.	Physical activity is present but not maximised — pupils are inactive for longer than necessary.	Most of the lesson is spent being physically active, with occasional passive moments.	The coach ensures pupils are physically active for the vast majority of the session.
Does the Coach make sure behaviour makes a strong contribution to good learning, showing interest and enthusiasm in the lesson? (5)	Behaviour is poor and unmanaged, severely impacting learning.	Behaviour issues occur frequently and disrupt learning.	Behaviour is inconsistent; some pupils are distracted or off-task at times.	Behaviour is generally positive and supports learning well.	Behaviour is consistently excellent; pupils are focused, respectful, and highly motivated throughout.
Does the Coach create opportunities for all pupils to reflect on their own learning and progress? (5)	No opportunities for pupil reflection are observed.	The coach rarely encourages reflection or checks for pupil understanding of their learning.	Opportunities for reflection are occasional or inconsistent.	The coach provides frequent opportunities for pupils to reflect on their progress.	Reflection is a regular and embedded part of the session; pupils are routinely encouraged to think critically about what they've learned.
Does the Coach promote pupil understanding of how to improve their work? (5)	No feedback or guidance is given to support pupil improvement.	Feedback is minimal or unclear, and most pupils don't know how to improve their work.	Feedback is general or inconsistent, so pupils only have a partial understanding of how to improve.	Feedback is frequent and constructive, helping most pupils recognise what to improve.	The coach gives clear, specific, and timely feedback that helps all pupils understand how to improve.
Does the Coach create a safe, calm, orderly and positive environment? (5)	The environment is chaotic, unsafe or emotionally negative.	The session environment is disorganised or tense, and pupils show signs of	The coach attempts to create a positive environment, but inconsistencies in expectations or	The environment is mostly calm, structured and positive.	The coach creates a consistently calm, welcoming, and safe atmosphere where pupils feel

SUBJECT KNOWLEDGE (25)

	URGENT ATTENTION 1	UNDER REVIEW 2	REQUIRES IMPROVEMENT 3	GOOD 4	EXCELLENT 5
Does the Coach use previous experiences as the basis for new learning? (5)	There is no evidence that prior learning is being used to guide instruction or scaffold new learning.	The coach rarely uses prior learning to inform teaching or pupil understanding.	The coach occasionally refers to past learning, but connections are not always explicit or effective.	The coach makes regular reference to prior learning, helping pupils connect it to new tasks.	The coach consistently builds on prior learning by clearly linking past sessions to current objectives.
Does the Coach use appropriate vocabulary to describe/explain, analyse and make judgements about their performances? (5)	The coach uses inappropriate or incorrect vocabulary that confuses pupils or misrepresents key concepts.	Use of subject-specific language is minimal or unclear.	The coach uses some subject-specific language, but not always accurately or consistently.	The coach regularly uses correct and relevant terminology to describe and assess performance.	The coach uses precise, subject-specific vocabulary consistently and accurately to explain and evaluate performance.
Does the Coach ensure the children acquire new knowledge and skills to develop ideas that increase their understanding? (5)	The coach does not support pupils in acquiring new knowledge or skills.	The coach provides limited opportunities for pupils to acquire new knowledge or skills.	The coach introduces new skills or concepts, but not always clearly or consistently.	The coach introduces new knowledge and skills effectively, and pupils make clear progress in their understanding.	The coach consistently introduces new knowledge and skills in a clear, engaging, and structured way.
Does the Coach make sure there is Cross Curricular Input? (5)	No evidence of cross-curricular input in planning or delivery.	Few or no meaningful cross-curricular links are made in the session.	Some cross-curricular links are made, but they may be limited, incidental or unclear.	The coach makes regular, relevant references to other curriculum areas during the session.	The coach seamlessly integrates cross-curricular links (e.g. maths, literacy, science, PSHE) into the session.
Does the lesson contribute to the personal development of the child, including reflecting on experiences? (5)	No effort is made to address or support pupils' personal development.	The lesson lacks clear intent or planning for developing the child beyond skill-based learning.	There are limited or surface-level opportunities for personal development or reflection.	The coach includes some personal development opportunities in the lesson (e.g. teamwork, communication, or fair play).	The coach consistently creates opportunities for pupils to reflect on their experiences and choices, promoting emotional, social, and moral development.

LAST LOGGED INTO CURRICULUM

When did you last log on to the Curriculum