

**Weekly** Lesson Observation Feedback Form

| **Trainee name:** | Trainee A | **Date of observation:** |  |
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| **School name:** | School A | **Lesson** | 4 of 5 |
| **Name of observer:** | Observer A | **Subject:** | Maths |
| **Observation focus** (with reference to trainee targets):  Breaking down a topic (perimeter of a rectangle) into its component parts. | | | |

| Please refer to the **Core Content Framework** as it applies to **the teaching of the trainee’s specialist subject** as you write your questions / comments to inform feedback and reflection. | |
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| **1. High Expectations** | * Use of intentional and consistent language to promote challenge; * Setting of clear expectations; * Creating a safe & positive environment; * Culture of mutual respect and trust through modelling; * Use of school sanctions and rewards. |
| **2. How Pupils Learn** | * Assessment of prior knowledge; * New information introduced does not overload working memory; * Addressing misconceptions; * 0pportunities for retrieval and practice. |
| **3. Subject and Curriculum** | * Clarity of delivery of concepts and knowledge; * Use of analogies, illustrations, examples, explanations and/or demonstration; * Curriculum intent is clear; * Vocabulary is explicitly taught; * Opportunities for reading/writing and spoken language. |
| **4. Classroom Practice** | * Effective scaffolding; * Introducing new material in steps; * Removal of scaffolds; * Modelling of content and skills; * Use of pair and group activities to develop talk; * Use of a variety of questioning strategies to elicit responses; * Quality homework. |
| **5. Adaptive Teaching** | * Using a variety of different resources to support different levels of need; * Reframing questions to stretch and support; * Working with TAs effectively to support students; * Adapting seating plans or moving students to enable peer support. |
| **6. Assessment** | * Planning and delivery of formative assessment tasks; * Use of questioning to identify knowledge gaps and misconceptions; * Monitoring of student answers and work; * Allowing time for students to respond to feedback. |
| **7. Managing Behaviour** | * Giving manageable, specific and sequential instructions; * Use of early interventions to manage behaviour; * Explicit use of routines in line with the school ethos and behaviour policies; * Responding consistently to student behaviour. |
| **8. Professional Behaviours** | * Responding to feedback from expert colleagues; * Working effectively with TAs and other supporting adults before, during and after the lesson; * Awareness and fulfilment of safeguarding routines (e.g. registers), procedures and behaviours. |
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| **Descriptive account of the lesson** | **Questions to inform feedback conversations and/or trainee reflection**) |
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| Starter resource handed out upon entry (packs of multilink cubes. Instructions on the board to make the cubes into rectangles using 12 cubes). Students are immediately engaged and excited by ‘something different’.  Students are making shapes as you take the register, lots of discussion.    Good demonstration using Mathsbot manipulatives to show students’ rectangles on the board to compare perimeters. Allowed students to share their ideas clearly and represent them on the board flexibly.  Students asked to make a rectangle with a perimeter of 12.  Students used the squares in their books to draw more rectangles that had a perimeter of 22.  Students were given a side length and perimeter and asked to find the missing side length. Students initially used multilink but then moved onto drawing diagrams to help.  Concept of compound shapes introduced. Students asked to make an ‘L’ with 26 cubes and to investigate how different ‘L’s’ had different perimeters.  Students were sketching their results in their book.  Plenary challenge: Students asked to find a rectangle with equal perimeter and area. This gave students a competitive incentive to find lots of perimeters (and areas). Students who were able to complete the task were rewarded. Some students who were struggling to find a ‘right’ answer. Students who had succeeded packed away. | How could you make expectations around manipulatives clear?  How did you want students to record their results?  Could you show the rectangles in different orientations?.  How many different answers were you expecting? What made you choose the number 12?  What made you choose the number 22?  Were there any students who you may have prompted to start with diagrams rather than multi link?  Really lovely open task for students to investigate. What were you hoping to draw students’ attention to?  Could pre-planning how to record their results help to draw their attention to any particular patterns.  Could you extend the fast finishers further by encouraging them to compare their results and find a pattern. Is there a ‘quick’ way to find multiple answers? |

| **Summary of the strengths of the teaching evidenced in this lesson:** (Please make explicit links to the Core Content Framework – see above)**:**  CCF 3: Concept of perimeter of rectangles and compound rectilinear shapes effectively atomised.  CCF2: Students are given an opportunity at each stage to investigate and draw their own conclusions.  CCF4: Resources well organised and distributed. It was a thoughtful choice to give students cubes to manipulate.  CCF2: Good use of online manipulatives to make the display of students' findings clear.  CCF1: Really positive atmosphere in the classroom. Students were keen to engage and try things out. It’s great to see the group trust you and feel confident to try something new. |
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| **Summary/key points to inform the trainee’s continued development as a teacher.** (Please make explicit links to the Core Content Framework – see above). Please also ensure there is some subject specific comment. : | |
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| **Subject Specific:**  Really clearly atomised topic. The focus of the lesson was to investigate the perimeter of rectangles and rectilinear compound shapes, was this made clear to students? There were lots of areas that students were investigating here and fantastic comments were made. Drawing these together around a clearer focus would have improved the impact of the lesson. Think about, if you asked a student on the way out of the lesson they had learnt, what would they say? | **General Teaching & Learning:**  Think carefully how students will record their work. Considering this will:   * help students to see the concept(s) you’re trying to highlight * inform your AfL and future planning * Support students’ understanding and retention of what’s been covered in the lesson. |



*Remember to upload this lesson observation to your PebblePad portfolio* ***each week****.*