

2022-23 **Weekly** Lesson Observation Feedback Form

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| **Trainee name:** | GEOGRAPHY EXAMPLE | **Date of observation:** | 12.1.23 |
| **School name:** | A Secondary School | **Lesson/class** | Period 5 - Gg 8Q2 |
| **Name of observer:** | Teacher A | **Subject:** | Flooding in Bangladesh |
| **Observation focus** (with reference to trainee targets):  Learning behaviours: ensuring good learning behaviour through effective classroom entry, lesson starter and lesson pace. | | | |

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| 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. | |
| **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:** what the trainee does and the impact (+/-) on pupil progress | **Questions to inform feedback conversations and/or trainee reflection**) |
| * Students welcomed into the class, names used, good relationships and clear expectations. Class take a while to settle, but they do eventually. * Starter task on the board ready – an image and 5Ws, asks a few students to give books out, waits for silence and uses 3,2,1 countdown, insists further. Some pupils are given clear verbal warnings. However, about half the class aren’t engaging with the starter task. * Trainee moves around to check homework completion, a significant number have not done it. Trainee makes the sanction for a lack of homework clear and shows disappointment at the number not completed. Clear expectations and use of school sanction and rewards system with clear explanation/narration of why. * Trainee asks who wants to share their ideas (from the starter task)? A number of hands go up and Trainee uses names and thanks pupils for their contribution. Pupil given final warning before use of C1. Star performer answers - names written on the board. Against, clear expectations and use of school sanction and rewards system with clear explanation/narration of why. * Title and date written on the board, clear instruction to copy this. Trainee puts up some development indicators for Bangladesh. Clear instructions that all pupils follow. * Some confusion over what GNI is, Pupils just ‘given’ the answer – can they have more time to try this themselves? Trainee reacts to the confusion and stops the class to explain what GNI is and is also asked what HDI is. Trainee confidently explains these and then quickly moves onto the ‘answer slide’. * Today’s tier 3 words – clear explanation of these important geog terms. Use of targeted questioning. Bangladesh shown on map- which continent? Focus on vocab promotes pupil understanding. Good to include locational info for students and reinforce continent knowledge. * Next slide shows a map and lots of background information on the map. Table given out, TA supports this – why do they have floods, table on the Pwpt too. Trainee explains any tricky vocabulary and asks the pupils to explain these one at a time. * The answers are revealed after each one and pupils are encouraged to copy them. TA has a larger copy and writes these out for the pupils she supports, has Trainee instructed this? * Clear instructions given and new words and vocab are demystified to promote good understanding. Pupils are compliant and get on with the task straight away. * Moves onto impacts, TA used again to hand out sheet. Clear instruction to categorise into 3 types. Trainee moves around the room and checks on the progress of all of the pupils. Pupils get on with this quickly. Some very quickly and then get off task as they have finished. Trainee supports some pupils. * Trainee then goes through nearly all of the impacts asking a range of pupils for answers, a range of questioning techniques. A good range of pupils answer. * Comparing the flood task – Trainee recognises she doesn’t have enough time for the full assessed task and just focuses on the first section. Pupils do have time to focus on this first impact and the model on the board gives them a good structure for their own answer. Good adaption to the plan by Trainee. Pupils get on with this quietly and productively. * Clear instructions about finishing and tidying away, lesson finishes on time. High expectations for the lesson end and all pupils follow these instructions. | Could you have modelled one idea from the starter so students know exactly what to do and you are clear about a minimum expectation for completion and a time limit?  Could this sharing of ideas be more targeted by you?  Do students know what all of these indicators are? Do they know what is high or low? Would it be better if you add the UK ones next to them to compare to?  Could you be clear that the other answers given are countries in the continent BUT not the continent for clarity for the pupils?  Is this too much info? Think about how much prior knowledge you have already presumed.  Pupils just ‘given’ the answer – can they have more time to try this themselves?  However, does this limit their thinking and independence? Could they do this more independently and have greater challenge? Is the TA being used in the most effective way?  Wide range of pupils involved and Trainee offers a ‘bounce’ to another pupil when it is needed, but do you need to do so many responses when they have been quite successful on their own?  Where might you have saved time earlier in the lesson so that pupils had enough time to complete the assessed task? |

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| **Summary of the strengths of the teaching evidenced in this lesson:** (Please make explicit links to the Core Content Framework – see above)**:**  CCF7 (learning behaviours) Excellent pace, setting of high expectations from the start, good clarity of instruction and use of rewards and sanctions.  CCF1 (learning environment/expectations) Excellent relationships with all pupils in the class and the TA, a culture of mutual respect. EG promotes a safe and purposeful classroom environment and sets out and maintains high levels of engagement throughout the lesson.  CCF3 (subject specific vocabulary) Good awareness of challenging geographical terminology in the lesson. Explicit vocabulary instruction was built into the lesson plan in a number of places. Trainee also recognised where this was needed in addition to what was planned and was able to adapt and add in suitable instruction for GNI and HDI. |

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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. : | |
| **Subject Specific:**  CCF2 (memory overload) - Think carefully about how much prior knowledge you are assuming from the pupils, especially when they are learning about a new location that is unfamiliar to them like Bangladesh. | **General Teaching & Learning:**  CCF4 (modelling and scaffolding) Make sure the starter task is clearly modelled for all to access. Additionally, in the main tasks are all pupils prompted to think independently or are they just given the answers and over-scaffolded?  CCF5 (adaptive teaching) Are you challenging the HPA pupils enough? How much progress did they make? |

**Trainee reflection on observer’s feedback:**

Please link your reflections on your strengths and areas to develop explicitly to the Core Content Framework where appropriate. You should also use this reflection to prepare for your weekly mentor meeting.

I think this feedback is very fair. The relationships with this class are really building as I gain confidence in using their names and being more consistent with the school’s sanctions and rewards. I am also beginning to see the benefit of taking time to tackle subject specific vocabulary and being confident enough to adapt from the learning plan where this is needed. I recognise the need to work on developing CCF2 and the students’ assumed prior knowledge, which I need to consider more carefully when I am planning lessons. I will speak to my mentor and make sure this is a target that we build into next week, as I need more ideas about how to discover what the students now already on a topic.

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