**BCU Lesson Observation Feedback – Literacy Exemplar**

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| Associate Teacher name: |  | Date: |  |
| Course: | BA QTS: | 1 2 3 | PGCE: | **1** 2 3 |
| School: |  | Context: | (Jack and the beanstalk retell) | Subject / area:  | English | Year Group: | 2 |
| PDT: |  | Observer name(s): |  |
| Observer role(s): | Lead Mentor Mentor (CT) University Tutor  Joint | Observation number: |  |

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| **Previous Targets:**  |
| * Ensure English subject knowledge of expanded noun phrases is secure
* Ensure modelling of expanded noun phrases and sentence openers is clear and explicit and demonstrates exactly what is expected of the children
* Use AFL strategies to monitor pupil progress and identify misconceptions as they happen and ensure higher ability learners in particularly, are moved onto extension tasks promptly to maximise their learning time.
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| **Lesson Intent:** e.g. How does the Associate Teacher review learning at the start?Is children’s prior learning built on? Is the lesson intent made clear? |
| -Prior learning was recapped – children were asked to talk to their partner about what story they were looking at (Jack and the beanstalk) and what happened in the story. Story map on the working wall that you completed with the children yesterday was highlighted as a prompt for them to use to recall the order.  |
| **Subject knowledge: Key Theme C - (A & F) e.g.** how is the Associate Teacher demonstrating accuracy, breadth and depth of subject knowledge? Use Subject Prompt Sheet to support. |
| -Subject knowledge of expanded noun phrases was good so that you were able to explain to the children what they were and these were used effectively in your model on the board. -One child did signpost the ‘lines’ between fee-fi-fo-fum. Ensure to use key terminology e.g. ‘dashes’  |
| **Planning and assessment: Key Theme D – (A & F) e.g.** how is the Associate Teacher presenting new knowledge in small steps? How does the associate teacher check for understanding? How is questioning used to good effect? |
| Planning-Model was well written and included the key things you would be looking for in their work such as expanded noun phrases and sentence openers. -Model write was read to the children with good confidence, intonation and enthusiasm and this made it exciting for the children. -When doing the verbal retell activity, the children spoke in quite simple sentences and used adjectives such as ‘big’ or just said ‘the castle’. Really encourage them to embellish their ideas such as saying ‘enormous’ or ‘grand, enchanted castle’ instead.-The lessons prior to this one successfully prepared the children with the knowledge and skills they would need to write confidently today 😊 Assessment-Questioning was used on the carpet to elicit ideas from the children. They could have had more opportunities to talk to their partner to give them the opportunity to talk through their ideas so they will be more willing to share them. E.g. after reading the model, a good question was asked “what makes this model good?” but chn could be given time to discuss ideas first. -Red pen verbal feedback was given effectively throughout the lesson into the books-Consider how to use mini plenaries to celebrate work and to remind them of the expectations such as ‘has anyone used an expanded noun phrase?’ or ‘has anyone used an exclamation mark?’. They wrote for 30 minutes but weren’t spoken too. The room however was quiet, and task focused.  |
| **Adaptive teaching: Key theme E – (A & F) e.g.** how does Associate Teacher use scaffolding and support for all learners? How is independent learning encouraged? How are models and examples used to support pupil progress? How are pupils challenged? |
| -Questioning differentiated during the verbal retell part such as asking more able chn, knowing that they would provide a good model for others. -Work bank given to all chn to support spelling of unfamiliar words or phrases. |
| **Classroom practice: High expectations and managing behaviour Key theme B – (A & F) e.g.** how does the Associate Teacher develop a purposeful learning to ensure good progress for all pupils? |
| -Used clapping to gain attention and give children a further instruction about using the word bank (don’t be afraid to clap louder...you are in charge! 😀) -Children were all on task throughout. -Don’t be afraid to talk to them during their writing such as giving them opportunities to read aloud their work or for you to highlight and celebrate something impressive you have seen. This encourages motivation for writing. -Be positive, they love praise and it encourages motivation for writing.  |
| **Impact on learning:** What have the children learned? Is the learning related back to the Lesson Intent? |
| -All children successfully wrote the first part of their retell which they will continue to expand on in tomorrow’s lesson. -They felt confident with how to use expanded noun phrases in their work and had built up the tools and skills needed during the week to complete the retell confidently today.  |
| **Key Strengths** Following the observation, through professional dialogue, please identify key strengths and targets for the Associate Teacher in the context of raising pupil achievement and supporting children’s learning.  | **BCU Key Theme** |
| AFL was much stronger with live verbal and written feedback given throughout the lesson to individual children and written feedback/highlighting completed afterwards for the children to act upon in ‘pink for think’ time next lesson.  | D |
| Good English subject knowledge demonstrated. The model you produced for the children was well written and included elements that you wanted to see in their work such as expanded noun phrases and effective use of punctuation.  | C |
| The whole class was extremely focused, all children were on task and produced a good quality of work.  | B |
| **Possibilities, Issues, Reflections and Targets** From the discussion, please agree SMART targets. Targets will be reviewed through Weekly Professional Development Discussions and subsequent observations. If a RIT is identified, please complete a RIT Form, stating clearly when targets will be reviewed. Highlight a RIT by writing RIT next to the action point. | **BCU Key Theme** |
| Consider how to incorporate knowledge and research on how to teach writing effectively that you have discussed at university into your lessons such as activity ideas, classroom strategies etc.  | A |
| Think about ways in which you can motivate young writers through creative hooks, praise and through the writing support/prompts available (word banks, dictionaries, working walls, WAGOLL) | C |
| Use mini plenaries to recap expectations and to celebrate work.  | D |
| Now consider your working week and how best to organise this. Try to move away from prepping each lesson a day at a time. Plan and prep for a series in good time | F |
| **Reminders:** | **Y/N** |
| Is there protected time for the trainee and mentor to meet weekly to discuss progress? | Y |
| Associate Teacher to ensure that observation feedback has been uploaded to their AT Folder in the School Based Training section. | Y |
| Associate Teacher to ensure that observation feedback has been uploaded to the subject submission point on Moodle. | Y |