**BCU Lesson Observation Feedback – MFL Example**

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| Associate Teacher name: |  | | | | | Date: | |  | | | | |
| Course: | BA QTS: | 1 2 3 | | | | PGCE: | | 1 2 3 | | | | |
| School: |  | | Context: | 3rd lesson of 5 | | Subject / area: | Spanish | | | Year Group: | | 3 |
| PDT: |  | | | Observer name(s): |  | | | | | | | |
| Observer role(s): | Lead Mentor Mentor (CT) University Tutor Joint | | | | | | | | Observation number: | | 2 | |

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| **Previous Targets:** | |
| **1.**Ensure you model correct pronunciationor provide video/audio examples for the children.  **2.**  **3.** | |
| **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? | |
| Children have been learning the story – Oso Prado, Oso Prado. You recap the names of the animals using my turn your turn. You then play the colour game on the IWB (again to recap the colours), ensuring good pronunciation of the ‘ll’ in amarillo and ‘j’ in roja. This helps consolidate the children’s vocabulary knowledge required for the task they complete in the lesson.  You explain the groups will now prepare the script for their retelling of the story using the puppets they have made. The children will now write their own version using a different range of animals and colours in groups. It is good to see you model an example on the interactive whiteboard. *As you do this, rather than translate for them, you could ask eg. ‘¿Què significa –* ***ques ves aqui****?’* They should know this refrain from the previous lessons.  You are using English to explain, which is mostly appropriate for this class, but which *greetings/ instructions could you have given in Spanish?* | |
| **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. | |
| You use a known text for the children to create their own ‘script’ for retelling the story through puppets. They discuss what will they say when they do the puppet show – this supports the repetition element. Because they are doing this for a purpose (performance in two weeks), they are more motivated to get it right.  You remind the children that the colour adjective comes after the noun. *Could you have done this through questioning?*  You model accurate pronunciation for the colours and animals because you have listened carefully to the video version of the story (shared in a previous lesson). You ensure the children use accurate pronunciation by recasting.  *However, what do you notice about some of the way the children’s pronunciation of ‘ahi’- (phonetically ayi)? How could you work on this in future lessons?* | |
| **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? | |
| You model the restructuring of the text using a rabbit instead of a horse. This gives the children a good context to use their new knowledge in a structure they are familiar with.  *Could you have used the actions associated with the different animals to support recall?*  You use the TA to model how to discuss the changes you are making. This supports the children in preparing for turn taking with their groups.  You check understanding – stating phrase in Spanish – what does this mean? *You could say ‘¿Què significa – ques ves aqui?’ How would this help with their learning?* | |
| **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? | |
| Copies of the original text have been provided for the children to refer to in order to make structured changes. Those will better recall do not use this, but it has been made available in case needed.  *As you circulate, consider asking questions to children regarding their puppet or the puppet of their friend. This can help you assess children’s retention and even creativity!*  Where children make noticeable errors, you usually address this by recasting with the right option.  Writing the script in pairs/ groups supports children so the content is not too onerous and enables support for those who may struggle with the spelling. | |
| **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? | |
| You use the timer to set expectations to ensure pace of lesson.  The task is purposeful and engages the learners.  Resources are well prepared and accessible to all.  *Could you give a verbal or visual trigger for when they need to listen and when they can start?* | |
| **Impact on learning: What have the children learned? Is the learning related back to the Lesson Intent?** | |
| Children have used the language taught in their writing and in their group discussion.  They are keen to present their story next week. The script they have prepared today will support this. | |
| **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** |
| 1. Well organised and well prepared lesson – children are clear about what to do, and how this fits in with the sequence of learning. | D |
| 1. The vocabulary and phrases learned in previous lessons are used to apply to the writing task the children are doing, still allowing for some element of creativity within the structure of the text. | C |
| 1. Modelling of pronunciation and addressing mis pronunciation is managed well. | C |
| **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** |
| 1. Consider how you might embed general Spanish phrases into the main content, through instructions and questioning that you can use in all sessions. This will enable the children to expand their vocabulary and grammatical understanding. | C |
| 1. How might you prompt the children to read their section of the script in a more animated manner when they present in the next lesson? | D |
| **Reminders:** | **Y/N** |
| Is there protected time for the trainee and mentor to meet weekly to discuss progress? | Yes |
| Associate Teacher to ensure that observation feedback has been uploaded to their AT Folder in the School Based Training section. | Yes |
| Associate Teacher to ensure that observation feedback has been uploaded to the subject submission point on moodle. | Yes |