**BCU Lesson Observation Feedback**

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| Associate Teacher name: |  | | | | | Date: | |  | | | | |
| Course: | BA QTS: | 1 2 3 | | | | PGCE: | | 1 2 3 | | | | |
| School: | BCU Primary | | Context: | Whole class  Lesson 3/6  Ball skills/manipulation focus | | Subject / area: | PE  Games | | | Year Group: | | 4 |
| PDT: |  | | | Observer name(s): |  | | | | | | | |
| Observer role(s): | Lead Mentor Mentor(CT) University Tutor Joint | | | | | | | | Observation number: | | 1 | |

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| **Previous Targets:** | |
| 1. Ensure that your starter activities enables children to practise prior learning – there should be a clear connection between the starter activity and the new skill being developed within the lesson. (Theme C)  2. Use adaptive teaching strategies and models, including the use of different equipment and resources to scaffold and support the learning of children with specific SEND needs. Specifically consider A and B who will need specialised equipment and a consideration of the space/a seating plan to enable them to access their learning. (Theme E)  3. Keep your group sizes small - no more than 4-6 per group to maximise participation of all pupils in practical lessons. (Theme D) | |
| **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? | |
| Your intent for the lesson is clearly outlined in your planning and you have included a learning objective (LO), appropriate success criteria and identified key learning cues. You shared the LO and success criteria in the classroom once the children had got changed which was good. It would be helpful to have that visual reminder in the PE ‘classroom’ for you and the children to refer back to. Mini whiteboards are an effective tool to use outside as they are portable and won’t blow away.  You have responded to your previous target of ensuring that the warm up task links with the focus skill for the lesson – well done! The children revisited their prior learning about footwork and dodging from the previous lesson in the ‘ball touch’ warm up activity and you used questioning well whilst they were getting changed to establish key skill development points to use in the warm up (light on their toes, using knees to push off to change direction and looking and moving into a space).  Remember to make explicit links with the new focus skill – it would have been helpful for the children to know how their use of good footwork will support today’s learning of being able to move into a space to send a receive a ball. | |
| **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. | |
| I was pleased to see that you have also responded to your previous target of group sizes, and it was good to see the children working in groups of 5. This meant that all children were actively involved with a big reduction in ‘standing around’ time not engaged.  You gave the children opportunities to explore throwing and catching in their groups using an exploratory approach building on skills learnt in lesson 1 where they developed sending and receiving an object to a partner with accuracy. This enabled the children to practise this skill and rehearse the skill required (throw and catch) before adding in movement which would increase the cognitive load and reduce their ability to perform the skill well.  You demonstrated good subject knowledge by ensuring that the children were not being ‘coached’ and you allowed them opportunities to explore the focus skill (throw and catch) in their groups before modelling the correct hand position when receiving the ball. You were clear with your explanation of this and gave a clear visual demonstration. Remember that you can use children to model a PE ‘WAGOLL’ – you did identify some children who were performing the skill well as you were going around the groups.  You have identified key vocabulary on your lesson plan – remember to keep reinforcing specific vocabulary when giving instructions and feedback. For example – ‘send to a partner’ or ‘soft hands’ for receiving the ball.  You understand how to develop the physical skills (motor competencies) and this was evident in how you delivered the lesson through lots of accurate vocabulary, modelling and feedback given – well done. Remember that we are teaching PE and not just P though – how could you have used the group activities to develop their social and cognitive learning? Think about how you could have set a challenge for them to solve within the modified game activity. | |
| **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? | |
| Your lesson is well structured, and there were clear steps in learning identified in the planning.  The steps in learning were evident within the lesson and the skill development progressed as you added movement off the ball, by asking them to move into a new space once the ball had been thrown. This was further progressed with the inclusion of a modified game where ‘low stakes’ competition was included – scoring goals into the hoop whilst playing the game already played and practised. The challenge of improving on their own score enabled the children to focus on accurate execution of the skill within the game rather than the competition itself – well done.  You asked good questions during the warm up and when you were introducing the skills focus. These were open ended and allowed the children to explain what they knew and understood about throwing and catching. This also allowed to you teacher assess their understanding.  Look to develop this further by asking higher order thinking questions that enable children to think and apply their learning to their activities. An example today might have been ‘how could you improve the accuracy of your team’s sending and receiving once you start moving around?’. Using talk partners is a really effective strategy that I am sure you use in the classroom – don’t forget that this can be an effective strategy in PE too. It can then develop onto skill specific peer coaching/peer assessment linked with your skill learning cues – for example choosing one cue and asking children to look for it when playing and giving feedback - ‘hands in a wide W with thumbs in’ would have worked really well today. | |
| **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? | |
| You adapted the learning well today for Child A by ensuring that his group were positioned to the side of the playground and you marked out their larger space with cones to ensure that all 5 could safely participate with enough space for the wheelchair to be manoeuvred. Using the light plastic play ball worked really well for A as it had a slower flight time in the air and he was able to catch successfully and could use other body parts to cushion the catch without it bouncing off – well done. You also used a bell ball for Child B allowing her to access the learning within the group rather than working one to one with support. This has a big impact on her development of the skill but also in her confidence to participate with her peers.  Some of the children with EAL struggled to apply the ‘catching W’ learning cue – a dual coding approach would have worked really well here. Try having pictures of key actions/learning cues with simple key words in home language and English for them to refer to as they develop the skill either independently or with their peers.  You scaffolded the learning by allowing the children to choose a ball that they could be successful with for the game. The more able children could have been challenged with this by encouraging them to use a smaller ball.  You used the small group well to model the game as you gave instructions for how to play – this was really helpful in supporting the lower attainers understand how to play the game so that they could then focus on skill development without having to think about the ‘rules’ – reducing the cognitive load certainly had a positive effect on the skill application in the game.  Think about how you could have stretched and challenged the higher attainers more. Today they could have worked collaboratively to develop different rules for the game that would make it more challenging to apply the focus skills. | |
| **Classroom practice: High expectations and managing behaviour Key theme B – (A & F) e.g.** how does the Associate Teacher develop purposeful learning to ensure good progress for all pupils? | |
| There was a really positive attitude displayed by the children and they all engaged well with the activities. You were clear about your expectations at the start of the lesson and it was good to see you employing the same positive behaviour management strategies that I have seen you use in the classroom in your PE.  You moved around the space well remembering to ‘walk the walls’ so that you have a clear sight of all children at all times ensuring that safe practice model well done.  You brought the children in to you when you wanted to address the whole class – this is really important so that all children can hear what you are saying and you can question them and address any misconceptions.  On a few occasions the children didn’t always hear you when you wanted to stop them to bring them in. Try and make your voice loud and clear without shouting, and raise a hand maybe as a visual cue. You could try something simple like ‘stop, stand still’ before giving further instructions. | |
| **Impact on learning:** What have the children learned? Is the learning related back to the Lesson Intent? | |
| It was clear that your lower and middle attaining children made good progress with being able to throw and catch accurately whilst moving into spaces and apply this into a modified game situation. The focus skill levels didn’t drop once the competitive elements were added – well done.  The children that I spoke to could articulate what they were learning and could all show and explain to me what they needed to do with their bodies to send and receive accurately and could discuss how to ensure that they could apply this in the game to be successful in scoring goals.  The lower attaining children in particular could express what they needed to do to improve.  The higher attaining children were successful with the activity but on reflection of the lesson as a whole, many were already able to throw and catch successfully and this was evident in the first skill focused activity. Think about how you might stretch and challenge those children more (see my comments in the adaptive teaching section). | |
| **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. Subject knowledge of developing sending a receiving a ball with a focus on developing accuracy of throwing and catching. | C |
| 1. Retrieval of prior learning and using the warm up effectively to enable this. | D |
| 1. Scaffolding the learning well for all learners using the STEP model, but specifically for child A and B using specific adaptations of the space and equipment. | E |
| (4.) |  |
| (5.) |  |
| **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. Challenge for all children. Remember the 3 pillars of PE learning include children developing their use of rules, strategies, and tactics. These children were secure in their motor competence for throwing and catching so look for opportunities to develop this element of learning. They could have considered different rules for the game, changed equipment or group organisation. | E |
| 1. Use a loud clear voice and hand signals to gain the children’s attention in the big open space of the playground. A simple ‘stop, stand still’ and hand up high signal can work well to stop the children before giving instructions such as coming in to you. | B |
| 1. Develop use of questioning to include higher order thinking questions to enable the children to develop their procedural knowledge. Many children today could articulate and demonstration the mechanics of correct catching and throwing – higher order questioning would enable them to think about successfully applying these within the game situation. | C |
| **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 |