**BCU Lesson Observation Feedback**

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| Associate Teacher name: | Seeker of Knowledge | | | | | Date: | | 2023 | | | | |
| Course: | BA QTS: | 2 | | | | PGCE: | |  | | | | |
| School: | Nurul ‘ilm (Light of Knowledge) | | Context: | 3rd of 5 | | Subject / area: | RE | | | Year Group: | | 3 |
| PDT: | Miracle Maker | | | Observer name(s): | Pious Professor | | | | | | | |
| Observer role(s): | Lead Mentor Mentor (CT) University Tutor Joint | | | | | | | | Observation number: | | 2 | |

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| **Previous Targets:** | |
| Ensure you use key religious terms (i.e., mandir) and model correct pronunciation. (Theme C)  Use AFL strategies (questioning/mini plenary) identify misconceptions as they happen. (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? | |
| You make a prompt start. Your intent is explicitly outlined in your planning. You explain the LO carefully. You share success criteria appropriately. You present the big question of the lesson. Show them the overview of the places of worship again.  Pupils are going to learn about the Gurdwara and its significance in Sikh life and community. You recap the names of the other places of worship (PoW) (mosque, mandir – good, you did not use temple today). However, you do need to explain the connection with previous lessons. | |
| **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 demonstrate good knowledge about the main internal and external features of the Gurdwara. You identified key concepts (e.g. sewa, worship). It seems that they were ready to know about the wider application of sewa beyond the langar. How can you include this in future? | |
| **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? | |
| Overall, the pace of the lesson was appropriate. There was a clear structure to it. Clear instructions on what they need to do. You take questions to clarify what they need to do with while they watch the video. You then play the video and ask pupils take notes about the Gurdwara. You remind them to capture key terms/concepts to help secure their knowledge. As they watch, remember, to help them grow in confidence, invite them to identify any words, features, ritual etc that they would like to know more about or have a different experience of.  As a model, you confidently explain and talk through a pre-prepared profile of the mosque using the IWB. The pupils complete their profile about the Gurdwara independently. The profile had clear features resembling knowledge organisers, good. You circulate round the class quickly checking and giving verbal praise, approvals and ‘check’ alerts, well done. With some a mini plenary was evident. At the end a pupil shares their profile with the class. Here again there was an opportunity to invite them to think about similarities and differences with the other PoW. | |
| **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 provided a work bank to a group to support their use and spelling of unfamiliar words.  Talk partners scaffolded each other’s learning through sharing thoughts and observations. | |
| **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? | |
| Pupils were all on task throughout.  You set expected time (15 min) to ensure pace of lesson.  The task was purposeful and engaged almost all learners.  The profile and video were well prepared and accessible for everyone.  Do to talk to higher table during their writing to get further depth.  You calmly close the lesson and, to make them curious, ask them what PoW should be next, good. | |
| **Impact on learning: What have the children learned? Is the learning related back to the Lesson Intent?** | |
| All pupils successfully completed their profile with varied degrees of detail.  Pupils appeared to be more confident in using key terms.  All pupils had a better insight into the life of a Gurdwara and its role in the community. | |
| **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** |
| Well-structured and prepared lesson – pupils are clear about what to do, and how these fits with their sequence of learning. | D |
| Good subject knowledge about the role of the Gurdwara in the community | C |
| The whole class was very focused, all pupils were on task for most of the time and produced 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 you might extend their understanding of the concept and practice of sewa. | C |
| How might you teach the pupils that aspects of diversity within Gurdwaras. | C |
| **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 |