

M: 2018-19 Weekly Lesson Observation Form

Trainee name:		Date of observation:	21/1/18
School name:		Lesson	4
Name of observer:		Subject:	English
<i>Each week in weekly meetings, trainee and mentor should identify specific observation foci for host teachers/specific classes</i>			
General Lesson Observation:		Specific Lesson Focus: Macbeth-Lady Macbeth	

What? <i>Observer's description of what the trainee does in the lesson/comments on specific observation focus</i>	So what? <i>What is the impact (+/-) on pupil progress*?</i>
<p>1.05 Students read in silence at the start of the lesson which created a calm and focused environment.</p> <p>1.10 Starter task-Spider diagram on Elizabethan age.</p> <p>1.14-feedback from class on what they already know about Elizabethan age. -good own knowledge-able to answer the question on girls marrying at every age</p> <p>1.16-move on to look at Women's role in society-make more of a link to previous task. Clear knowledge and clearly presented to class. Question on marriage-</p> <p>1.22-I like the speak to each other tasks-everyone involved in this.. The feedback is excellent-good modern parallel with present.</p> <p>Give more praise to feedback –A, T.</p> <p>Move on to Adam and Eve task-needs to be more clearly linked. I don't think the pupils are clear on this Scaffold this more for the pupils.</p> <p>1.30 you need to consolidate the ideas more on these ideas. Link to earlier point.</p>	<p>+ as they can concentrate on the task</p> <p>+ have to think straight away-good to recap/recall knowledge, but you could have introduced it to them more clearly.</p> <p>Questioning of L.-good gets her to develop her answer. You could get someone else to build on this-what is shows about era etc.</p> <p>+ pupils are engaged in this and are clear on ideas</p> <p>- + Pupil responses are really good to this and they really engage.</p> <p>+Good questioning to develop T's response-elicits more development on idea.</p> <p>- K's response is good-you need more praise</p>

1.37 Sheet to highlight. Pupils engaged and focussed on the task and are all clear on what they are supposed to be selecting

1.38 introduce the written task-the task is well linked but I think it needed a bit more introduction and maybe planning on the board or tell pupils to plan. You don't spend enough time on link to witches. You needed to introduce this more clearly and more will do this.

1.40 some pupils still highlighting/ some starting to write. Teacher circulates explaining.

1.42 Some pupils sitting not doing anything-D, T. P- need more of a structured start to the written task. If more than three people ask for same explanation it's normally a good idea to stop and consolidate and explain.

1.46-most are writing now and are focussed on task but K and Laura still not fully getting on with it.

Teacher circulating to check on progress-make sure that they are all writing and stop and deal with any who are not-T, L, J, D-quiet but not actually doing any work.

1.50 everyone is quietly focussed on the task.

1.55-whole group still writing-maintaining concentration

2pm-this should be where you start to ponder. The lesson needs a rounding off and you are letting them continue writing but to what end? This isn't a task that will continue to next lesson. You need to make sure

+ develops independence in study skills-very positive

Pupils adding to their knowledge on the era the play is set =good

- some confusion-this means there is some disruption-K and L talking as pupils not completely clear on what they are all doing. Start them all off together next time.

+ checking understanding-helps to clarify

- low level disruption-not much but there are pupils not on task and this needs addressing-not necessarily as a discipline issue but by refocussing them.

go and prompt them to start-K likes praise and feedback and L might need organising

- you can spot who needs help and it promotes a calm and well organised atmosphere in the classroom.

+ pupils can focus and get on in a calm and well- ordered environment-but you need to use this to develop some more able-go to L, P etc, to check on and support less able-J, O, T-do you know what they are actually writing and how good their understanding is? It's a good chance to challenge

misconceptions and develop learning.

+ Teacher circulates-helps T but still needs to make more use of this time to provide intervention.

-Detrimental to pupil progress and learning to not leave enough time to properly consolidate the learning

<p>they consolidate this learning and they do get the ponder part of the lesson.</p> <p>2.04</p> <p>Lesson drawn to a close. Teacher summarises the work but pupils don't consolidate. You haven't left enough time for this to make it worthwhile.</p>	<p>taking place-put time in to ponder properly.</p>
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<p>What? <i>Observer's description of what the trainee does in the lesson/comments on specific observation focus</i></p>	<p>So what? <i>What is the impact (+/-) on pupil progress*?</i></p>

<p>Points to consider to improve the trainee's progress as a teacher and therefore pupil progress:</p>			
<p>Subject specific:</p>		<p>General teaching and learning:</p>	
<p>Link ideas together more clearly-women/ the witches etc. Explain that before we meet Lady Macbeth we are looking at the role of women. Context needs to be able to be mentally linked to text from the outset.</p> <p>Work on the ending of the lesson-using the ponder more productively to close the lesson.</p>	<p>Trainee to make links to the Standards</p>	<p>Use quiet circulation time for more pre identified intervention with group.</p> <p>Explain tasks more clearly and provide more structure for tasks before they start.</p> <p>Praise more-show more enthusiasm for them and for the content you are teaching.</p> <p>Use the learning cycle more-slides need the words on etc.</p>	<p>Trainee to make links to the Standards</p>

<p>What evidence is there in this lesson of how well the trainee is making progress towards becoming an effective classroom teacher (e.g. particular strengths):</p>	<p>Trainee to make links to the Standards</p>
<p>The content of the lesson was good A calm and focussed learning environment was promoted overall The resources provided were helpful and appropriate and the lesson, overall, was well planned. The pupils were engaged almost throughout the lesson.</p>	

*Pupil progress may be seen in terms of behaviour/effort/attitude/knowledge/understanding/skills and combinations of these. Pupil progress may be seen in terms of the progress of an individual pupil, groups of pupils or the whole class.

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Host Teacher signature:		Date:	
Trainee signature:		Date:	
Mentor signature:		Date:	

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