

M: 2018-19 Weekly Lesson Observation Form

Trainee name:	Ann Historian	Date of observation:	26.10.18
School name:	School Comp	Lesson	7Y
Name of observer:	A Mentor	Subject:	History
<i>Each week in weekly meetings, trainee and mentor should identify specific observation foci for host teachers/specific classes</i>			
General Lesson Observation: Pace of lesson		Specific Lesson Focus: Focus second-order concept of cause and consequence	

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>You meet the class outside the classroom as they line up. You give each student a post it note as they come into the room and explain that there is a task on the board. You have asked students to recall 3 reasons why William won the Battle of Hastings from last lesson.</p> <p>You take the register as students complete this task. All students engaged.</p> <p>Quick Q and A question session using 'no hands up' questioning. You demonstrate some great questioning here by asking for the long term causes of William's victory and then the short term. You halt the lesson as Alfie struggles with this concept and ask another student to define the terms. You make students turn back to the definitions of their lesson to ensure that they have secure knowledge.</p> <p>You introduce the first activity. Students now need to think of three problems William faces, if he wishes to conquer England. Students then discuss in pairs then you collect their answers on the whiteboard.</p> <p>You introduce the task that the students are William's advisers. They must use the fact sheet to formulate some advice for the King. You move students into groups</p>	<p>Good – all students are engaged with a task the moment they enter the room.</p> <p>Good to link back to last week's lesson to recall previous learning.</p> <p>Much better pace than last lesson is allowing more progress.</p> <p>Good that you have adapted your lesson plan to clarify student understanding the students needed to move on.</p> <p>Some students are unclear if they should be recording what you are writing on the white board. Some are – some aren't – be clear with your instructions to keep pacey progress.</p> <p>Can you explain how you decided the grouping? Was it random, set by ability or had you tried to achieve a mix of</p>

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Students read the fact sheet as a group. Some students are not listening and some have moved back to a group that their friends are in. You set a time limit of 20 minutes.

You bring up 3 problems faced by William on the board and ask for contributions from each group on how to solve them. You accept the suggestion that 'William kills Edgar Atheling'. Be careful with your historical knowledge here - William doesn't kill Edgar because Edgar has surrendered to him. Read Marc Morris on this!

Students now have to categorise William's problems in the order of importance by placing the cards in the correct order.

Your plenary is a vote on the most pressing issue William faced. They vote for securing the treasury. You use your subject knowledge to explain why that was important. Your plan needed to allow that knowledge to be shared earlier.

You set a homework task in which the students need to write a letter advising William of the action he should take to secure the country. Student leave in an orderly fashion.

abilities? What is the impact on progress?

Not all students are engaged, some students are taking the lead and answering the questions, some are sitting on the periphery. Consider allocating clearly defined roles for each student to ensure all make progress.

This has created a student misconception. Students have left the lesson believing that Edgar was killed – actually he lives on into adulthood. At GCSE they will study the Normans again and will learn more about Edgar – it is important that you address this mistake next lesson to avoid future confusion.

All students are engaged – however I am not convinced that they fully understand the point of the activity. Tom was unable to explain why he had placed taking all the land at the top. He needed the contextual knowledge that William had to reward his followers in order to do that. Serena had simply stuck all the problems in in the order they came in on the sheet.

I am concerned that in your desire to improve the pace of your lesson you missed a crucial part of the lesson. You needed to explain the situation in October 1066 in much more detail. Without this information students were making judgements without any historical knowledge to justify their reasoning.

Points to consider to improve the trainee's progress as a teacher and therefore pupil progress:			
Subject specific:		General teaching and learning:	
<p>Your definition of long and short term causation was good. Well done for adapting the lesson plan to make sure the students have understood this concept.</p> <p>Your historical knowledge on this period still lacks depth. There are some misunderstandings that you will have to clarify in your next lesson. How will you build this into next lesson's plan?</p> <p>You may also need to get the students to improve their homework task after you have consolidated their subject knowledge.</p>	<p>Trainee to make links to the Standards</p>	<p>The pace was much improved this lesson and I felt you were much more aware of the timings.</p> <p>However, your desire to create a pacey lesson resulted in the loss of some key steps in subject knowledge. This caused your final task to be poorly executed by the students.</p>	<p>Trainee to make links to the Standards</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):	Trainee to make links to the Standards
<p>Ann is learning to adapt her teaching to respond to the needs of her students. This was very clear in your clarification of long and short term causation.</p>	

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

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