

Primary ITT Lesson Feedback Record

The mentor is required to complete the Lesson Feedback Record to evidence progress made by the trainee during the weekly formal lesson observation. It is the trainee’s responsibility to complete the first side of this document prior to the formal lesson observation and upload to Abyasa following the lesson.

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| Trainee Name: | Joe Bloggs |
| School: | St Mary’s Primary School |
| Lesson: | Science |
| Date: | 12th September 2020 |
| Observer Name: | Jenny Johnson |
| Year Group: | Y4 |
| Joint Observation: | Yes / No |
| Number of Pupils: | 30 |
| ITT Programme: | PG / UG / WBR / SD TF / SDS |

Documents to be provided in advance by the trainee teacher:

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| Lesson plan: (to be annotated by observer) | Yes |
| Resources: (as appropriate) | Yes |

Targets: (set in Weekly Training Record)

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| TS | **Use mini plenaries to address misconceptions and guide learning.**  When researching the lesson, anticipate content which the children may find confusing and plan for effective questioning during mini-plenaries to check understanding. |
| TS | **To minimise low level disruption during PE lessons.**  Model behaviour that matches the tasks I am asking of the children (whisper voices/ partner voices/ collaborative group roles/ listening ears etc). When stopping the class, ensure children are not talking over me and ask them to put down any equipment. |
| TS | **Use lesson time effectively.**  Allocate specific timings for the segments of my lesson on the lesson plans. Set a timer so children do not remain on the carpet for too long at the start of lessons. |

This document is mapped against the 5 clusters of the ITT Core Content Framework, which states that in school trainees will learn:

Behaviour management

Pedagogy

Curriculum

Assessment

Professional Behaviours

Our key priority is to evaluate the impact of teaching on pupils’ learning and guide the trainee as to how this can be further improved. When observing please consider the following Areas of Professional Learning:

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| 1.Quality of classroom environment and classroom expectations, including behaviour (S1 and S7) | Evaluation of impact on learning: |
| • Is the environment conducive to learning with high expectations for all? (S1)  • Are appropriate strategies used to create a positive and purposeful atmosphere? (S7)  • Is the making mistakes and learning from them and the need for effort and perseverance evident? (S1)  • Is the learning environment created appropriate for the children’s stage of learning and development? (S7)  • Do pupils display positive attitudes? (S1)  • Are good relationships evident? (S7)  • Are pupils expected to behave well & achieve their best? (S7)  • Are sanctions and rewards used in line with school policy to positive effect? (S7)  • Are all pupils stretched and challenged? (S1) | **This section enables observers to evaluate the extent to which this aspect of the lesson has had a positive impact on pupil learning. It is useful to see this as a series of statements which summarise cause and effect. For example:**  **Because you managed the start of the lesson effectively, learning was purposeful from the outset.**  **Your expectations for the group work were not sufficiently clear and this undermined the intended learning.**  **Because xxx’s behaviour was not addressed early, he became increasingly off task.** |
| 2. Quality of Pupil Progress, Teaching and Adaptive Teaching (S2, S4 and S5): | Evaluation of impact on learning: |
| • Are the planned objectives clear and appropriate? (S4)  • Is the lesson content designed appropriately to meet the objectives? (S4)  • Is the trainee enthusiastic about the subject? (S4)  • Are the pupils captivated by the activities? (S4)  • Is the time used well to maximise learning? (S4)  • Is learning scaffolded to support progress? (S2)  • Are pupils’ capabilities and prior knowledge used to plan lessons? (S2)  • Are questions and discussion used to assess and promote learning? (S2)  • Are various strategies for inclusion and adapted teaching evident? (S5)  • Is the trainee aware of pupils’ individual needs and uses teaching approaches to engage and support all pupils’ learning e.g. those with SEN; high ability; disabilities; EAL (S5) | **Systematic use of the technical language identified in your planning embedded most key terms in the children’s vocabulary and enabled them to transfer these into subsequent talk-based tasks and/or writing.**  **Because your planning successfully built on prior learning and you made good use of time limits for each task, lesson time was used well to maximise learning.**  **Children were enthusiastic and engaged and the atmosphere was highly conducive to learning but did they fully understand the purpose of each activity?**  **Because phonemes were not always articulated correctly you did not always provide an appropriate model for the children.** |
| 3. Quality of Subject Knowledge (S3): | Evaluation of impact on learning: |
| • Does the trainee demonstrate high levels of subject knowledge and expertise? (S3)  • Are misconceptions anticipated& addressed confidently? (S3)  • Is the trainee enthusiastic about the subject and seeks to critically engage pupils with subject matter? (S3)  • Are opportunities to promote Literacy and Numeracy seized (S3)  • Does the trainee themselves demonstrate high standards of literacy, articulacy and correct use of standard English? (S3) | **The mixed ability grouping worked well with peer support and peer teaching ensuring that all participants made progress.**  **Because of very effective modelling, all learners were able to follow instructions and move swiftly onto the written task.**  **Because the task was very prescriptive, some learners were not sufficiently challenged; they finished early but were not provided with further work.**  **Xxxx found the task impossible to access and did not learn effectively because his specific needs had not been met.** |
| 4. Quality of Assessment of and for Learning (S6): | Evaluation of impact on learning: |
| • Does the trainee systematically check the pupils’ learning? (S6)  • Does the trainee adapt the lesson in response to assessing learning and/or children’s questions? (S6)  • Do the pupils know how well they are doing and how to improve? (S6)  • How well are questioning and discussion used to assess and promote learning? (S6)  • Do questions tease out pupils’ understanding of their knowledge and develop it further? (S6)  • Are activities well matched to pupils’ prior learning and understanding? Is learning reviewed with the pupils in order to set future targets? (S6) | **Your questions challenged and targeted specific children (AfL) and you reiterated what children suggested and built on their responses justifying why you accepted or rejected their answers; this ensured learning of key concepts was consolidated.**  **Because of good use of the Mini plenary after the group work, the class maintained a clear focus on the learning intentions and were fully aware of their progress.** |
| 5. Professional Behaviours (S8): | Evaluation of impact on learning: |
| • Does the trainee make a positive contribution to the wider life and ethos of the school? (S8)  • Are effective professional relationships evident? (S8)  • Does the trainee reflect on progress made and recognise strengths and weaknesses and identifying next steps for further improvement? (S8)  • Does the trainee act upon advice and feedback? (S8)  • Are other adults used effectively? (S8) | **Because of effective planning and good use of time and resources most pupils demonstrated the learning outcomes but ensure that more able learners are challenged sufficiently.**  **Work in the pupils’ books shows that this lesson built successfully on prior learning and extended knowledge of this topic.** |

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| Overall strengths of the lesson (with a focus on learning) - linked to targets: |
| **This should summarise key strengths which had a positive impact on learning.**  **For example:**   * **Consistent use of preventative and re-orientation behaviour management tactics (moving around the class room; teacher voice; name dropping; clear explanations). Strong classroom presence.** * **Good use of AfL (e.g. collaboration; questioning; mini plenaries).** * **Strong delivery with clear explanations so children knew exactly what they had to do. The lesson was well prepared and resourced and children had everything to hand to enable prompt start to discussion / group work.** |

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| Key areas for development. To further improve learning, the trainee should: |
| **This should summarise specific areas for development which will contribute to prioritising the targets agreed at the weekly meeting.**  **For example:**   * **Plan sufficient challenge for higher attaining learners so that they make expected progress.** * **Ensure sufficient time for a final plenary in order to discuss learning with pupils so that they know how well they have done and what they need to do to improve.** * **Make timely and effective interventions to maintain good behaviour rather than giving too many chances.** |