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| **BCU Systematic Synthetic Phonics Observation Feedback**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Associate Teacher name: |  | | | | Date: | | |  | | | | | | | Course: | BA QTS: | 1 2 3 | | | PGCE: | | | 1 2 3 | | | | | | | School: | N Primary | | | | Context: | | Phonics | | | | Year Group: | |  | | PDT: | GP | | Observer name(s): | MS | | | | | | | | | | | Observer role(s): | Lead Mentor Mentor(CT) University Tutor Joint | | | | | | | | Observation number: | | |  | | | Phonic scheme: |  | | | | | Phonic Phase: | | | | Phase | | | |  |  | | --- | | **Previous Lesson Targets including phonics:** | |  |  |  | | --- | | **When observing ‘Phase One’ phonics in Nursery/EYFS use the following prompts’** | | * Aspect of phase one are present for this lesson i.e., Environmental sounds / Instrumental sounds / body sounds / rhythm and rhyme / alliteration / voice sounds / oral blending and segmenting. * The lesson links to wider learning i.e., other areas of learning in the EYFS. * The activity links to EYFS principles. * Phonics is embedded in a language-rich environment. * Indoor and outdoor space is used to support learning. * There are opportunities for oral blending and segmenting. * Children have opportunities to explore sounds throughout the day. * Children are encouraged to listen attentively. * Children are encouraged to reproduce audibly the phonemes that they hear, in order and through the word. * Physical resources are used to support learning well. |  |  |  | | --- | --- | | **Observational Prompts** | **Observational Comments** | | **Revisit and Review** | | | * The Associate Teacher ensures that children revise and consolidate earlier learning. * The lesson intent made clear. * All children can see/hear. * Phonemes are articulated clearly and correctly. |  | | **Teach** | | | * New learning is clear. * New Phonemes and digraphs are introduced. * The Associate Teacher models blending and segmenting. * The Associate Teacher introduces / revisits common exception words (tricky words).   + Learning is contextualised.   + All children are actively involved in speaking and listening. |  | | **Practise** | | | * The strategies applied are interactive fun and multisensory. * All the children are engaged. * Adaptation is evident when appropriate. * Children articulate the phonemes correctly. * Children blend phonemes to read words and/or segment words into phonemes for spelling. * Children are given effective feedback. * Pace is appropriate. |  | | **Apply** | | | * There is evidence that children have opportunities to apply their phonic knowledge and skills in reading or writing a sentence or caption. * The learning relates back to the Lesson Intent. |  | |
| |  |  | | --- | --- | | **Additional Comments** | | | * The Associate Teacher has planned to   present new knowledge in small steps.   * The Associate teacher checks for understanding. * Questioning is used to good effect. * The Associate Teacher uses scaffolding and support for all learners. * Independent learning is encouraged. * Clear models and examples are used to support pupil progress. * Pupils are challenged. |  | |
| |  |  | | --- | --- | | **Key Strengths of Teaching: Ensure PHONICS is included**  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** | |  |  | |  |  | |  |  | | **Possibilities, Issues, Reflections and Targets including reference to PHONICS**  At least one subject specific target should be set following an observation. This should include **what** is the next step (to support Associate Teacher progress) **why** is this important (impact on pupil progress) and **how** will this be achieved (what actions are needed?) | **BCU Key Theme** | |  |  | |  |  | |  |  | | **Reminders:** | **Y/N** | | Is there protected time for the Associate Teacher and mentor to meet weekly to discuss progress? |  | | Associate Teacher to ensure that observation feedback has been uploaded to their AT Folder in the School Based Training section. |  | | Associate Teacher to ensure that observation feedback has been uploaded to the subject submission point on Moodle. |  | |