**History Lesson Observation Feedback Example**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Associate Teacher name: |  | | | | | Date: | |  | | | | |
| Course: | BA QTS: | 1 2 3 | | | | PGCE: | | 1 2 3 | | | | |
| School: |  | | Context: |  | | Subject / area: | **History** | | | Year Group: | | **2** |
| PDT: |  | | | Observer name(s): |  | | | | | | | |
| Observer role(s): | Lead Mentor Mentor(CT) University Tutor Joint | | | | | | | | Observation number: | |  | |

|  |  |
| --- | --- |
| **Previous Targets:** | |
| 1. Develop historical substantive knowledge (of the explorers children will learn about within this sequence of learning). **BCU Key Theme C** 2. Include planned opportunities for developing children’s history knowledge retention in lessons. **BCU Key Theme D** 3. Develop your use of live modelling when teaching history to enable all children to engage with different sources of historical evidence effectively. **BCU Key Themes D/E** | |
| **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? | |
| This was the second lesson in a sequence of learning about significant individuals with a focus on explorers.  **Review of prior learning:**  You began with a brief review of the previous lesson (What is an explorer and what do they do?). You made effective use of questioning to check children’s understanding of what an explorer was.    **Retrieval practice:**  Your planned retrieval practice activity was effective in supporting children’s knowledge recall and activating prior learning. You gave children images of three different explorers they’d been introduced to previously and asked them to name them. You then gave children two multiple choice questions about each explorer (relating to where they had explored and how they travelled). Children used mini whiteboards to write and display their answers on and this enabled you to review answers easily and see where knowledge was insecure. You addressed any inaccuracies and reinforced correct answers, thereby ensuring all children benefitted from this.  There was a good pace to this part of the lesson.  You have clearly acted upon previous feedback about including opportunities in your teaching to develop children’s historical knowledge and have addressed your target relating to this well (see also end of lesson assessment). Well done.  **Lesson intent:**  You then told children that they would now be learning about one of the explorers in greater depth (Who was Ibn Battuta and why he is significant?).  I could see that the explorers children had been introduced to previously had already been placed onto a class timeline. This would have been a good opportunity to meaningfully use timelines in your lesson to reinforce children’s developing understanding of chronology (sequencing). You could have referred to the labelled images of the explorers on the timeline and asked questions such as: *Which of the explorers lived the longest time ago? How do you know this from looking at the timeline?* Etc.  You had framed today’s learning about Ibn Battuta within an enquiry question, *‘Who was Ibn Battuta and what did he do?’* You were really enthusiastic about the learning ahead when sharing this with children which in turn motivated them to want to find out more about him.  Learning objectives related to the development of both substantive knowledge and disciplinary knowledge. Learning objectives and success criteria were shared and referred to throughout the lesson.  The way you framed the objectives was an effective way to encourage children to see themselves as historians (Learning Objectives - As historians we will…). | |
| **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 demonstrated very good substantive knowledge and were able to build on what children said by adding additional information to their responses. You were also able to respond confidently to any questions they asked.  **Introduction/guided practice:**  Your teacher modelling of using images for historical enquiry was very effective.  You gave children opportunities to hear you articulate your thinking well and made effective use of questions and pretending you needed help to engage them in the process too (this shows you are working effectively towards your previous target).  The inference square you used when modelling provided an additional effective scaffold to support children working with images independently.  **Independent work**:  Children then had opportunity to engage in evidence handling and enquiry in small pairs using a range of images as sources (each pair had one image).  Children were able to make observations about Ibn Battuta from the images you shared and were also able to make some sensible inferences. Stem sentences displayed on the IWB supported all children in their discussions.  Adult support was deployed well and it was good to see you had provided your TA with a list of history prompt questions they could use with children relating to the images if needed.  You made effective use of short mini plenaries to share some of children’s observations and inferences.  Children then wrote some questions (on post it notes) about what they would like to find out more about – you had prepared some further stem sentences to support children with this ,and with targeted adult support all children were able to make effective use of these to structure their questions accurately.  It would have been useful to include another mini plenary here to consider a few questions and their suitability (a couple contained anachronisms or were not focused on Ibn Battuta’s life and explorations, e.g. one child wanted to know what Ibn Battuta’s favourite TV programme was!). Working with children to model writing questions before asking them to identify what they would like to ask him would help avoid this.  Ensure that you do review all of the questions yourself following the lesson. Consider how you can incorporate answering some of these in future lessons and also ensure you address any misconceptions which are evident too.  I was pleased to see that you made use of both the class timeline to situate Ibn Battuta within the time he lived again, and the class world map to show where he was born. This aspect of your lesson could have been developed more but you will have plenty of opportunity to revisit and use both timelines and maps over this sequence of learning.  You then used the BBC Bitesize video to give children an overview of Ibn Battuta’s life and enable children to see if some of the things they thought they knew from the images were correct.  Be aware that children may take away misconceptions from this, for example, in the cartoon, Ibn Battuta talks to today’s children via a ‘holo-lab’ (which has been constructed as a mechanism to present the information in the video). It’s important to ensure children know that the children are not actually able to talk with Ibn Battuta himself and why.  Also, the historical figures used in the cartoon to illustrate when Ibn Battuta lived are not ones that children are likely to be familiar with. As such, the positioning of him chronologically in relation to these is not likely to be very effective. You could strengthen this aspect of learning by referring back to your class timeline and the two other explorers children have already been introduced to.  When using a video in your teaching, consider how you will make most effective use of it, for example, you could have let the children watch the video through once and then play it a second time pausing at key points to check children’s understanding, ask questions, and ensure that no misconceptions have arisen.  An alternative would have been to choose a story of Ibn Battuta to share with children.  You drew the lesson together by asking children to identify key events in Ibn Battuta’s life which you then sequenced together. You made good use of questioning here to remind and prompt children where necessary.  You then placed the events on a scaled and dated timeline which you said children would use and add to in order to build a picture of Ibn Battuta’s life as they learned more about him (you could display some of children’s questions near to the timeline so that they can be answered, and information added to the timeline).  You ended the lesson by asking the children a set of 5 assessment questions relating to key knowledge from today (using BBC Bitesize). Children were able to demonstrate new knowledge learned here.  Your school has a fabulous whole school timeline in the main corridor. Take the class with an image of Ibn Battuta to the whole school timeline to place him on it (1304 – 1369). This will also provide further opportunity to reinforce how Ibn Battuta relates to other periods, individuals and events in history that children have previously learnt about. | |
| **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? | |
| Planning shows where this lesson fits within a sequence of learning. Today’s lesson was well planned to build on children’s prior learning.  The lesson was well structured in small steps. You ensured that children’s prior learning was secure. You then framed today’s lesson with an enquiry question to ignite children’s curiosity and you gave them opportunity to engage with sources to gather further information and ask questions. You then worked with them to develop and secure their knowledge acquisition.  This provides a secure foundation for further, more in-depth, learning about Ibn Battuta.  However, there are still aspects of your history planning would still benefit from further consideration and development, specifically:   * Identifying common misconceptions at the planning stage and considering how you might address them. * Identifying opportunities to use timelines to reinforce and develop children’s understanding of chronology.   You made effective use of AfL to assess children’s understanding and progress, particularly during the part of the lesson where they were using images (good use of questioning and teacher observation).  You used the Ibn Battuta BBC Bitesize quiz as assessment questions at the end of the lesson. This was appropriate as it directly related to 5 key facts about Ibn Battuta that had been taught during the lesson.  You had planned a lot for this lesson, and I was initially concerned that you would either overload children or run out of time to teach everything effectively. However, neither of these things happened as you were well planned and learning had a clear focus. You maintained a good pace of learning (supported by good use of AfL) and transition points in the lesson were well managed (very good behaviour management and established routines in place). | |
| **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? | |
| Good use of stem sentences combined with adult support to support children with EAL engaging effectively with the images of Ibn Battuta, e.g.   * I can see… * I think this shows that…. I think this because…. * I would like to know more about…. * I would like to ask Ibn Battuta….   There were also lots of opportunities for children to engage in discussion about Ibn Battuta and use key vocabulary introduced in the lesson (provided on word mats for all children).  Consider how you might provide further challenge for children working above age related expectations in history, e.g. through identifying questions which will stretch them and support them in deepening their understanding. | |
| **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? | |
| You are developing a good teacher presence; children respond well to you and are enthused about their learning. You are a good role model in this.  You gave clear, precise instructions and this, combined with effective use of modelling before children completed their independent work, secured positive behaviour for learning (as children were clear about expectations of both behaviour and learning).  During the independent learning, you used a range of behaviour management strategies (in line with school’s expectations) to draw children together for mini plenaries and to ensure transition points in the lesson were smooth.  You made effective use of praise to reinforce children’s learning and behaviour for learning in line with school’s expectations (e.g. *Well done, you have described what you can see really well. Well done, you have listened really well today*). | |
| **Impact on learning:** | |
| All children were able to achieve today’s learning objectives. This was evident in looking at the children’s work, talking to the children and through the assessment questions used at the end of the lesson.  Consider how you might stretch and challenge higher attaining children further. | |
| **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** |
| 1. Your lesson was well planned to link back to previous learning and build upon prior knowledge. | D |
| 1. You demonstrated good substantive knowledge about Ibn Battuta and his life. | C |
| 1. You provided opportunity for children to use sources to engage in history enquiry with. You had chosen images carefully and scaffolded the enquiry so all children were able to access the learning. | C/D |
| 1. You made very good use of questioning to assess children’s understanding at each stage of the lesson, and to guide children in developing their understanding when needed. | D/E |
| 1. You made good use of adaptive teaching so that all children could access the learning. | E |
| **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** |
| 1. Identify common misconceptions at the planning stage and consider how you might teach to avoid these occurring and/or identify and address any effectively if they do arise. | C/D |
| 1. Incorporate the use of timelines further in your teaching to develop/reinforce children’s chronological knowledge and understanding. | C/D |
| 1. Consider how you might provide further challenge for children working above age related expectations in history, e.g. through identifying questions which will stretch them and support them in deepening their understanding. | E |
| **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 |