**BCU Lesson Observation Feedback – Maths Example**

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| Associate Teacher name: |  | Date: |  |
| Course: | BA QTS: | 1 2 3 | PGCE: | 1 2 3 |
| School: |  | Context: | Whole class | Subject / area:  | Maths | Year Group: | 6 |
| PDT: |  | Observer name(s): |  |
| Observer role(s): | Lead Mentor Mentor (CT) University Tutor Joint | Observation number: |  |

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| **Previous Targets:**  |
| 1. To include the use of additional scaffolds as part of adaptive teaching approaches.
2. To plan tasks that provide greater challenge.
3. To plan appropriate ‘AfL’ opportunities at different points within the lesson.
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| **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? |
| * Arithmetic start– appropriate pitch of multiplication questions and clear modelling / guided practice of the formal multiplication method. This reviewed previous procedural knowledge and fluency in calculation and declarative knowledge of multiplication facts.
* Starter - Multiplying a fraction by an integer – built on previous learning and reviewed procedural knowledge
* Lesson Learning Objective shared with the children and made clear.

LO: To divide a fraction by an integer |
| **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. |
| * Good use of mathematical vocabulary – e.g. numerator, denominator, equivalent, simplify - 2/3 - a whole has 3 parts, and we have 2 parts. Definitions of key mathematical vocabulary made explicit.
* Simplifying fractions – can it be simplified? Can you explain? – opportunities for reasoning and mathematical thinking.
* Division of fractions by an integer - modelling showed good subject knowledge and there were appropriate examples used – the representations used supported understanding of dividing fractions by exposing the structure of the question.
* Questions and tasks were carefully ordered to help pupils make connections and to deepen the understanding.
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| **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.
* The lesson was planned clearly using the BCU format and the PowerPoint Presentation with White Rose resources adapted. The learning had a clear sequence that built over the lesson.
* When planning, anticipate misconceptions and include then in the main teaching as key learning points.
* School policy on marking was followed. This supported you in making assessments and identifying which children needed further support within the lesson.
* A child who was not confident to start the independent task was initially supported by the TA. Later in the lesson you went over to check understanding which was good to see.
* Self-assessment made at the end of the lesson linked to the LO

It was evident that you are working on the target set previously  |
| **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? |
| * A target was to apply adaptive teaching approaches, such as scaffolding. The use of images and modelling scaffolded the learning- slow down with some of the modelling to ensure that the children see the clear model and talk thought your modelling more explicitly to enable children to focus on you articulating your thinking.
* The tasks planned had different levels of challenge which were set based on assessment made in previous lesson. Extension tasks – provided challenge and further opportunities to problem solve.
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| **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? |
| * Good relationship developed with the children You had a good presence, with most of the children engaged throughout the lesson.
* Clear and precise instructions - Clear time expectations and noise level reminders.
* A range of strategies used effectively - countdown to bring the children back together and hand up – the children responded well.
* Towards the end of the lesson there were some off task behaviours. This was possibly due to the length of time on the independent task. The behaviours were picked up and addressed but consider how you can bring the class back together to refocus the learning.
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| **Impact on learning:** What have the children learned? Is the learning related back to the Lesson Intent? |
| The children were able to achieve the LO. This was evident in looking at the children’s work, talking to the children and through their self-assessment at the end of the lesson. |
| **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. Subject knowledge of dividing fractions by an integer and related vocabulary.
 | C |
| 1. Key elements included within the lesson – declarative knowledge to support procedural fluency, retrieval of prior learning, modelling, scaffolding, opportunities for reasoning and problem solving.
 | D |
| 1. Good relationships developed and a clear presence established in the classroom. The children are clearly aware of the learning and behaviour expectations.
 | B |
| **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. Spend more time on modelling and guided practice with opportunities for the children to hear you articulate your thinking and practice their own mathematical talk.

[Five Ways to Secure Progress Through Modelling – teacherhead](https://teacherhead.com/2022/06/15/five-ways-to-secure-progress-through-modelling/) | C / D |
| 1. At the planning stage identify and anticipate any misconceptions, then use these for a teaching point. There was a task where children identified a misconception, it would be appropriate to include this in your main teaching too.
 | D |
| 1. Low level off task behaviours – consider how the lesson timings could be altered to reduce this or how you could bring the children back together to refocus the learning.
 | B |
| **Reminders:** | **Y/N** |
| Is there protected time for the trainee and mentor to meet weekly to discuss progress? | Y |
| Associate Teacher to ensure that observation feedback has been uploaded to their AT Folder in the School Based Training section. | Y |
| Associate Teacher to ensure that observation feedback has been uploaded to the subject submission point on Moodle. | Y |