# **Lesson Observation Record**

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| **Name** | Model Trainee | **School** | Birmingham City Academy |
| **Date** | 07/03/2022 | **Period / lesson** | Period 2 |
| **Subject** | English | **Class / year group** | Year 8 |
| **Period of training** | Phase 2 | **Type of observation** | Whole class focus |
| BCU Lesson plan provided ahead of observation? | Yes | Seating plan and class data provided during observation? | Yes |
| **BCU ITE Curriculum Themes observed / discussed** | C. Knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and its impact on pupils’ progress and wellbeing. | | |
| D. Planning and assessing learning to ensure that all pupils make progress. | | |
| E. Implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners. | | |

**Formative comments and questions for the trainee to consider**

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| **Trainee action**  Actions taken by the trainee to support learning. | **Impact on learners**  Please ensure that feedback in this section comments on the impact on the learning and the impact for specific groups of learners. | **Questions for trainee to consider during the post-observation discussion**  Please ensure that feedback in this section comments on the impact on the learning and the impact for specific groups of learners. |
| Opening task asks pupils to recall key terms – ‘tabloid’ and ‘broadsheet’ and there is a challenge task to identify the language devices on 2 screen shots of newspapers. You swiftly take feedback around the DNA and consolidate understanding of the key terms – good pace. | In the Titanic artefact pupils can identify the headline and short factual, snappy facts, different fonts used, the addition of facts and detail lower on the page.  Teacher prompts to review prior learning supported identified LPA pupils. | Why did you target only 3 pupils to attempt the challenge task? How could you have made this task available to more pupils? |
| You use targeted questioning – each pupil is asked to identify the genre of their newspaper and to justify their decision based on their enquiry. At the end of questioning, you pause and ask pupils if they have any questions about newspaper ‘conventions’. It is encouraging to hear some pertinent questions around structure. | A wide range of pupils begin exploring this key word through dialogic questioning and then consolidate their learning with further explanation and examples from their existing knowledge. Ideas are recorded as a list on the board. These are recorded in their exercise books. | Are there any language conventions that you could identify in later lessons with pupils? |
| You share with pupils the inverted pyramid to explain the structure of a newspaper report – great resource. Then you swiftly relate this to the Titanic front-page image. Here you have labelled the structural features and ask pupils to copy them down. You monitor and try to accelerate this – getting those who finish early to support by collecting / distributing resources and asking pupils to signal they are finished by putting their pens down – well done, good decision here. | Pupils copy the pyramid structure down into their books as a key reference tool. You do not move on until you are confident all have a correct record (show me used) | 1) Well done for adding a timer and a challenge for this task. 8 minutes to copy this down – is that challenging / high enough expectations? 2) Could they have labelled the features themselves – perhaps if the pyramid was placed alongside the front page? 3) In addition, could they have related the pyramid to their own front page? |
| Next, you move on to read the short article. You ask a HPA to read the text and pupils listen / follow. Having read the extract, you then return to the pyramid and pupils are asked to consider whether this structure fits with the article which leads to a developmental discussion. | Pupils willingly share ideas - they are developed and clearly articulated. | What could you do here to deepen the learning of a greater range of pupils based on voluntary ideas? Consider the impact of ABC questioning? ‘1) Kain what did Eva say? 2) Haroon can you add any more ideas to this? 3) Natalie can you build on the points Haroon has added? 4) Anwar is there anything you have heard so far that you would like to challenge?’ |
| Homework is set. Pupils glue a small slip into their books. The task is to ‘plan’ an imagined report of a disaster at the school. The task is dual coded with images to stimulate ideas and 3 clear bullet points. The date is clearly set for completion on the whiteboard too. The issue and task within the homework is well-planned and will serve to consolidate learning for the pupils. | Pupils will have reference to information for today’s lesson. You take ideas from the class to set clear success criteria and record this on the whiteboard for pupils to copy down. The success criteria relates to prior knowledge of structure and features. | In fact, the task is to write the article, the word plan in the instructions could be mis-leading, you address this verbally – but how can you follow this up in case they forget the alteration to instructions? |
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**Lesson Summary and Targets linked to discussion and trainee reflection on questions posed**

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| **Lesson Strengths (3 minimum)** | **Link to BCU ITE Curriculum** |
| Sound subject knowledge – effective communication of the purpose of newspaper texts and how writers’ intention is created through structural features. | C. Knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and its impact on pupils’ progress and wellbeing. |
| Using knowledge of prior learning effectively to create pace and high expectations during the learning sequence. | D. Planning and assessing learning to ensure that all pupils make progress. |
| Anticipating misconceptions and creating effective scaffolds to support learning. | E. Implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners. |
| Making good use of home learning to consolidate and develop further learning. | D. Planning and assessing learning to ensure that all pupils make progress. |
| Planning with good pace to ensure that all pupils are fully engaged and sustaining high expectations / developing accountability for learning. | D. Planning and assessing learning to ensure that all pupils make progress. |
| **Development targets (1 minimum – 3 maximum)** | **Link to BCU ITE Curriculum** |
| Subject specific target:  Develop a knowledge organiser to support the developing knowledge around newspaper text types. | C. Knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn and its impact on pupils’ progress and wellbeing. |
| Transitions – make links between tasks explicit and ensure that the link to the overall objective is very clear in your head …. and the pupils’. | D. Planning and assessing learning to ensure that all pupils make progress. |
| ABC questioning as routine during feedback sections of the lesson – use this as an opportunity to differentiate also. | E. Implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners. |

**Signed:** Sabina Mentor **Role:** Subject Mentor

**Joint observation:** No

**If yes above identify colleague:** Click or tap here to enter text.