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| Documents to be provided in advance by the student teacher: (Please Tick) (Please Tick) | | | |
| Lesson plan (to be annotated by observer) |  | Resources (as appropriate) |  |
| Information to inform pupil progress | x | Seating plan (as appropriate) | N/A |
| Copy of Teachers’ Standards and Lesson Observation form |  |  | |

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| **Name** | **Mark Gadbsy** | **School** | BHASVIC | | |
| **Subject area** | **Computer Science** | **Observer** | Laura Mitchell | | |
| **Date and time of lesson** | **07/02/20 12.30** | **Class and Key stage** | F block KS5 | **Lesson in sequence/unit** | 6/6 |
| **Teaching space** | **61** | **Number of pupils( B/G)** | B - 21 G-0 | | |

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| **Student Teacher’s weekly and lesson TS focus (to be determined by the individual student’s learning needs)** | | | |
| **Weekly learning focus (to appear in all lessons this week)** | | **Lesson specific focus** | |
| TS1 & TS7 | Establishing and maintaining a good learning environment / managing behaviour to support this | TS4 | Planning sequences of lessons |

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| **Summary comments on pupil progress and achievement in relation to the intended learning outcomes** | **TS Reference** |
| You asked for and got silence for the register.  Consider leaving something to think or do about on the board while they are waiting for the register to finish. Perhaps prep for the later activity of game features they can now use in Greenfoot which you could come back to later.  Recap on Ship game, Model game classes in UML useful but perhaps took a little too long – how could you make this active retrieval for them? Either of use of classes and inheritance in the game or get them to draw the UML diagram perhaps.  Flocking was nice addition – good to dispel the notion that Greenfoot is limiting.  Did you notice that they visibly perked up and became more attentive as you started picking people to contribute? The energy in the room picked up considerably.  Mentioning homework was useful due to mock week next week but it will be Homework 17 not 16. | TS1 & TS7  TS4  TS4  TS3  TS4 |

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| S**trengths (please use the Teachers’ Standards foci above and the standards to help with the identification of strengths in the lesson)** | **TS**  **Reference** |
| Subject knowledge of this topic is very good. Your enthusiasm for it shows and helps.  Continued assertion of your right to their attention and you are picking up more on low level disruption.  Continued great one-to-one interaction as you moved around the room. Students visibly responded to your manner and appreciated your knowledge. | TS3  TS1 & TS7  TS7 |

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| **Agreed targets and action to be taken (please use the Teachers’ Standards foci above and the attached summary of the Standards to help write these targets and actions.)** | **TS**  **Reference** |
| 25 minutes into the lesson before they were all involved in something –Minimise this further and get them working sooner rather than passively listening for more than about 15 minutes unless absolutely necessary. Something to do or think about while you register them would be a good start – retrieval practice maybe?  Be more specific in articulating your intended learning outcomes for individual lessons. This might help to identify student activities that show progress towards specific outcomes is being made and help you to pitch lessons accordingly.  Signature of Observers: Laura Mitchell Student Teacher Signature: | TS4  TS4 |

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| **TS1:** |  | **Set high expectations which inspire, motivate and challenge pupils:** |
|  |  | * establish a safe and stimulating environment for pupils, rooted in mutual respect |
|  |  | * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions |
|  |  | * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |
| **TS2:** |  | **Promote good progress and outcomes by pupils:** |
|  |  | * be accountable for pupils’ attainment, progress and outcomes be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these |
|  |  | * guide pupils to reflect on the progress they have made and their emerging needs |
|  |  | * demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching |
|  |  | * encourage pupils to take a responsible and conscientious attitude to their own work and study. |
| **TS3:** |  | **Demonstrate good subject and curriculum knowledge:** |
|  |  | * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings |
|  |  | * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship |
|  |  | * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject |
|  |  | * if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics |
|  |  | * if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |
| **TS4:** |  | **Plan and teach well structured lessons:** |
|  |  | * impart knowledge and develop understanding through effective use of lesson time |
|  |  | * promote a love of learning and children’s intellectual curiosity |
|  |  | * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired |
|  |  | * reflect systematically on the effectiveness of lessons and approaches to teaching |
|  |  | * contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |
| **TS5:** |  | **Adapt teaching to respond to the strengths and needs of all pupils:** |
|  |  | * know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively |
|  |  | * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these |
|  |  | * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development |
|  |  | * have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |
| **TS6:** |  | **Make accurate and productive use of assessment:** |
|  |  | * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements |
|  |  | * make use of formative and summative assessment to secure pupils’ progress |
|  |  | * use relevant data to monitor progress, set targets, and plan subsequent lessons |
|  |  | * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |
| **TS7:** |  | **Manage behaviour effectively to ensure a good and safe learning environment:** |
|  |  | * have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy |
|  |  | * have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly |
|  |  | * manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them |
|  |  | * maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
| **TS8:** |  | **Fulfil wider professional responsibilities:** |
|  |  | * make a positive contribution to the wider life and ethos of the school |
|  |  | * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support |
|  |  | * deploy support staff effectively |
|  |  | * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues |
|  |  | * communicate effectively with parents with regard to pupils’ achievements and well-being. |
| **PPC1:** |  | Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by: treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position; having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions; showing tolerance of and respect for the rights of others; not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. |
| **PPC2:** |  | Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality |
| **PPC3:** |  | Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |