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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) | X | Resources (as appropriate) | X |
| Information to inform pupil progress |  | Seating plan (as appropriate) | N/A |
| Copy of Teachers’ Standards and Lesson Observation form | X |  | |

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| **Name** | **Mark Gadsby** | **School** | BHASVIC | | |
| **Subject area** | **Computer Science** | **Observer** | **Ben Sanders** | | |
| **Date and time of lesson** | **8:30 11/2/2020** | **Class and Key stage** | E1 - KS5 | **Lesson in sequence/unit** | 1 of 2 |
| **Teaching space** | **Room 161** | **Number of pupils( B/G)** | B - 19 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** | |
| TS | 1, 7 | TS | 2 |

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| **Summary comments on pupil progress and achievement in relation to the intended learning outcomes** | **TS Reference** |
| Lesson aimed to increase student understanding of object oriented coding and moved students from work done in greenfoot to using Java for more basic programming tasks. Activities at the start helped guide students towards reframing their current knowledge and applying it towards the new given tasks.  Flocking example given was good to help reinforce concepts to students but also to help engage them by showing more complex behaviours and uses of the material covered so far and further potential as they continue to work with it.  You have a positive rapport with students and worked well with them once students were set on task as you moved around the room to give them verbal feedback and support  Introduction helped reinforce previous concepts, remainder of lesson then focussed on practical tasks to help students build skills in Java  Nearly all students had completed some tasks | TS 4  TS 1  TS 1  TS 4 |

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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** |
| You got the students focussed at the start of the lesson by gathering round central table and reinforcing they needed to bring pen / paper with them.  Lesson links directly back to previous material and introduces new material by referring to what students have already accomplished.  Built on student answers to questions asking them to explain them further or clarify their meaning.  Good subject knowledge shown with material presented appropriate for level and specification.  Checked students were on task once set, went around room to help those who were struggling or prompt those being slow in getting going  Your lesson was appropriately planned for a longer than normal lesson (3.25 hours) | TS 7  TS 4  TS 1  TS 3  TS 1  TS 4 |

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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** |
| Behaviour Management – Some students were late and another walked out of class during the lesson after refusing to listen or work. Whilst your behaviour management meant the majority of students were working well and focussed these incidents meant these students didn’t engage as expected. In future address students who are late or who refuse to engage with the work and manage this behaviour appropriately  Expectations – Some students didn’t submit their homework or weren’t engaged with the lesson and when we discussed this you were aware but didn’t have clear expectations of what behaviour is and isn’t acceptable. Write up your own list of classroom and homework rules and expectations so you can reinforce these with students  Learning Objectives – Lessons have a clear purpose but the finer details can be more difficult to see and leave students at times unsure of why they’re completing the work that’s been set. For each lesson have clear, specific learning objectives so that students are aware of the purpose of their work and you can assess how well they’ve met your objectives to aid in future planning  Signature of Observers: Ben Sanders Student Teacher Signature: | TS 7  TS 2  TS 4 |

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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. |