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| **OBSERVING LESSONS FORM 2020-21** |  |

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| **Subject:** | **Geography** | **Date:** | **03/10/2020** | **Class:** | **Year 7** |

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| **Contextual information for observation and lesson**  *Where does this lesson fit into prior learning? What do you know about the learners in this class? What is the planned focus of the lesson? How does this observation feed into your own professional development?* |
| N/A – YouTube lesson from R4P activities so no prior knowledge of students. Lesson focus is the environmental impact of removing hedgerows. Have some prior knowledge of how hedgerows have changed in the last 50 years. |

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| **Evidence of Pupil Progress**  *Please tick the full range of evidence below that has been used as part of this observation to indicate the impact on pupils’ progress as shown in this lesson and over time* | | | | | |
| Context and content of the session (e.g. lesson plan) |  | Discussion with pupils |  | Impact of student teacher’s questioning / pupil response |  |
| Student Teacher’s files |  | Pupils’ work / workbooks |  | Observation of pupils | X |
| Pupil responses |  | Quality and impact of marking |  | Differentiated for individuals / groups / whole class |  |
| Quality of Planning |  | Assessment Records |  | Understanding and use of data |  |

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| **Impact on Pupil Progress**  What impact could you see on pupils’ learning in this lesson? What evidence do you have of this? Did some pupils make more progress than others e.g. individuals, groups? |
| Answers from students during discussion shows some information has been understood. Getting students to recap instructions to make sure tasks have been understood. Discussing with lower ability students during tasks to make sure they are coping with the task. Small quiz during the lesson to ensure that knowledge has been retained from the task – the quiz was made into a game, students vs the teacher which helps to engage the pupil’s attention. |
| What did the teacher do that had an impact on pupils’ learning? |
| Discussion between students, writing answers on whiteboards. Discussions with individuals during activities. Roleplay as the farmers who are wanting to remove the hedgerows and the conservationists to get them to understand different points of view. Constantly asking questions for the students to explore, reinforcing good answers and redirecting attention when discussing poor answers. Quiz to reinforce the task that has been discussed. Split the group into different task stations around the room to spread out students and get them to exchange ideas. Brought the different points of view together at the end of the lesson to make sure the argument as a whole has been understood. |
| What impact might this observation have on your own practice? |
| Countdown from 10 to get the classes attention after group work commanded attention well and could be a good technique. 10-minute tasks are a great opportunity for checking on student’s progress and ensuring that pupils are understanding the topic being taught. Coming down to the student’s level rather than standing above the students to have more genuine discussions. Lots of short activities to keep the student’s attention. |

***Use the remainder of this space to note down any further thoughts or questions that have arisen from this lesson observation***