**Appendix D** (ii) Lesson Self-evaluation Proforma (condensed)

This form is intended to guide your thinking about your progress in learning to teach. If you use and alternative format make sure that the content is the same as these are all vital elements for you to focus on in reflecting on your practice and thinking, and subsequently setting targets for yourself. **You should complete AT LEAST one detailed self evaluation per week.**

Name of Student Teacher \_\_\_Jayne Pritzlaff\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson/s evaluated (date/s, class/year group)\_16/10/08, Year 7, Class T (Mixed Ability), German\_

**Focus of Evaluation – Standards related**

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| **Q25 a,b,c,d and Q26 a,b**  **Q6 – team teaching**  **Q29** |

**Focus of Evaluation – specific**

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| **Setting Objectives, Pace and Formative Assessment** |

**Comments/ discussion**

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| The aim of the section of the lesson taught was to reinforce learning of the verb “wohnen”, which had been begun in the previous lesson. I was to give a 10-15 minute starter or introductory activity to do this. I did not have my lesson plan in front of me as the content of the lesson was on the interactive whiteboard.  At the start of the session, I introduced myself in German, repeating in English and pupils had not yet learned the German for this. I then continued by displaying the word “wohnen” on the interactive whiteboard, along with a picture as a clue and asked the children if they could remember what it meant. Most could not as they had been interrupted in the previous lesson by a fire alarm, which meant that they were not as far on in their learning as anticipated. What I had neglected to do before this was to provide an objective for the section of the lesson taught or let the pupils know how long the task would last, which lead to confusion.  I then moved on to display personal pronouns ich, du, er, sie, es, wir, ihr, Sie. The pupils knew the first few pronouns when questioned but were unsure about wir, ihr, Sie. This was not helped by the fact that I got ihr and sie the wrong way round. However, pupils were attentive and seemed to be quite engaged in putting hands up and telling me what the various pronouns meant, even if they were not sure.  Once we had recapped on the pronouns, I then moved on to display the verb, asking pupils before revealing the answer if they knew the ending. At this stage, the pace was too fast as the pupils did not really grasp the meaning of the various pronouns and how they related to English pronouns. I should have spent a lot more time explain this but was conscious of the material I had to get through. I should also have realised at this point that they had not done very much work on the verb or any verbs at all and stopped the lesson to adjust to that. In that instance, I would have spent a lot more time going over personal pronouns and also to talk about verbs in general and the link between the pronoun and the ending of the verb.  I continued with the lesson getting pupils to chant the verb, getting faster and faster, which pupils engaged with and seemed to enjoy but some pupils were looking a little bewildered as the previous stages had not been explained with enough repetition or detail so they must have felt a little lost.  After repeating the verb seven or eight times, I then displayed the whole verb again, this time in a Notebook file and moved on to a game in which pupils had to say what they thought the correct ending was for a part of the verb and come up to the whiteboard to reveal the answer. Around 8 or 9 of the pupils in the class had their hands up to answer questions and come up to the board to reveal the answers, which showed that a large proportion of the class did not at that stage feel confident enough in their knowledge to take part.  This completed my section of the lesson. The class teacher took over and the slides I had created were then used as a basis for pupils to copy down the verb in German (English was also added to the slide). The pupils moved on to create their own ways of teaching someone else the verb though singing, chanting, and so on. For the remainder of the lesson, I moved around the classroom, talking to pupils about their ideas and offering further clarification about the various forms of the verb. Their confusion and lack of understanding when doing this showed me that I should have spent a lot more time working on the verb at the beginning. |

**Progression**

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| I have discussed the lesson with both the class teacher and my mentor in order to set targets for the future. On the positive side, the children were well behaved and tried to engage in the task, even if the pace meant they were a little lost. I also tried to give a lot of praise in English and in German for correct answers and for pupils who had a go, even if they were not sure of the answer. Specifically, I will aim to improve by doing the following:  Setting objectives:  In order to improve in the next lesson, I will ensure that I have the lesson plan in front of me on which I have written clear objectives. I will ensure that I communicate these to the pupils at the start of the lesson. I will also discuss with other teachers how much should be included in each objective to make sure that this is realistic.  Pace:  I will check for understanding more thoroughly at the start of the lesson if recapping on previous learning by asking individual pupils to give answers to targeted questions. I will then provide more explanation at a slower pace and repetition on topic to ensure learning. I will also consider breaking down the content to teach less in one go, for example, just teach the ich, du and er/sie/es parts of the verb as the whole verb appeared to be too much to take in at once at this stage in their learning.  I will also observe in other lessons how teachers pace the learning and how much they aim to teach in a particular lesson.  Formative assessment:  I will aim to check with individual pupils for understanding throughout the lesson by providing more exercises for them to do to make sure everyone is up to speed. I will also aim to pay more attention to individual pupils in the class and have a note of any special educational needs that may prompt me to spend more time reinforcing learning for some pupils.  I will create more pupil-driven tasks such as games/group work for them to present back to ensure learning. I will also observe formative assessment specifically in other lessons to see how experienced teachers deal with this.  In addition, I will read in MFL teaching texts on the topic of formative assessment to provide me with more ideas for assessing learning. |

**NB This form should be placed in your teaching file and also be the subject of discussion with your mentor**

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_