**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)\_13/11/08, Year 7, Class R (Mixed Ability), German\_

**Focus of Evaluation – Standards related**

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| **Q2, Q7a), Q10, Q22, Q25a),d), Q28, Q29, Q31.** |

**Focus of Evaluation – specific**

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| **Pupil behaviour, formative assessment, pace.** |

**Comments/ discussion**

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| I discussed the lesson plan with the class teacher in advance of teaching the lesson and he confirmed that the plan looked ok but there might be a bit too much in it. I identified a couple of activities that could be left out if time did not allow for all to be completed.  The aim of the lesson was for all pupils to understand common classroom instructions and be able to use common classroom phrases.  Following feedback from previous lessons, I aimed to slow down the pace for this lesson. I managed to do this by noting on the lesson plan the time that I expected each activity to take and slowed down if I was ahead of time, repeating phrases more often so children could remember them. I taught all of the sections in the lesson plan except for the plenary I had put in as ‘noughts and crosses’, which I didn’t have time to do. However, I had another plenary planned whereby pupils had to give one phrase they had learned today as a ‘password’ to leave the room.  Some of the phrases taught were quite long, so I broke down the teaching of these phrases into two halves before putting them back together. Most pupils seemed to be able to say the phrase as a whole once they had said it in separate parts.  I planned worksheets for pupils to complete with vocabulary on. This was so that the slower ones could keep up and manage to get all vocab in their books. The timer on the board seemed to work well and the pupils counted down the last few seconds in German. However, drawing lines on the worksheet did not make it very clear and some pupils were unsure as to what they had to do. Also, the pair work was difficult to enforce and I think that the instructions may not have been clear enough.  I planned activities using a variety of media to help different learning styles – worksheets for visual learners, repetition for auditory and Simon Says/actions/matching up game for kinaesthetic learners. In the pictures, I also included a mixture of girls and boys and a mixture of heritage.  I also planned progression throughout the lesson, removing scaffolding as it progressed. For example, I first taught the instructions using actions, then removed the actions. I then moved on from receptive language to productive language that they would need, having the pupils repeat the language before doing the worksheet on their own.  I taught pair work, individual work and whole class work and used peer-marking of the worksheets so that pupils could see where they had made mistakes. I also encourage pupils to give me an idea of their understanding using thumbs up/down to say whether they had understood. Some were unsure about the instructions so I made the Simon Says game last a bit longer so that they could hear the instructions again.  At the end of the lesson, I was able to ask pupils to put their chairs under and be quiet in German and they all seemed to understand. They seemed to enjoy the various activities and all seemed keen to give me a phrase as a password to leave the room. |

**Progression**

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| I discussed the lesson with the teacher afterwards and he confirmed that it was a good lesson. The feedback he gave was to make the worksheet clearer by numbering the pictures to match up with the words and also to explain what was on the worksheet after it is handed out not before.  In future, I will ensure that I explain instructions once the pupils have the worksheet in front of them and also make sure that the worksheet is clear for all to understand and appropriate for individual/pair work.  I will also try to make sure that I have an extension sheet available as some pupils finished earlier than others and were waiting for their partners so they could begin the pair work. |

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

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