**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)\_28/11/08, Year 7, Class R (Mixed Ability), German\_

**Focus of Evaluation – Standards related**

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| Q1, Q2, Q4, Q8, Q15, Q22, Q29 |

**Focus of Evaluation – specific**

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| **Consolodating pupils’ learning, high expectations of pupils.** |

**Comments/ discussion**

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| In preparation for this lesson (starter) I created a settling starter activity drawing in previous knowledge of how to talk about family members with new knowledge about descriptions learned in the previous lesson. I also created a PPT presentation with High School Musical characters that the pupils would know and could describe as a the first activity.  The starter worked well and although it involved thinking back to pervious knowledge learned at few weeks ago, most pupils were able to do this and complete the activity. It had a sufficient level of challenge to make pupils feel pleased with their progress and all pupils were eager to provide the answers once the time for completing the activity was up.  I had not, however, taken note of one student, who (although he is excellent at oral work in German lessons) has literacy difficulties. There is an SEN in the classroom who can help him with writing. I need to find out exactly which lessons she will be in so that I can speak to her in advance and brief her on how to help him.  I then moved on to develop their knowledge further by asking them to describe the various High School Musical characters. This had a few problems. Firstly, I didn’t get all the names of the characters right which confused some students! Also, the characters were all fairly similar (medium-sized, thin, long hair, etc.) which meant there was a lot of repetition in the descriptions the pupils provided. I did try to help pupils progress by removing scaffolding and including less and less words on the PPT as we moved on from slide to slide but I did seem to lose attention from the pupils at the end and only one or two were putting their hands up to answer. To be more effective, I could have done a quick recap of the main words and phrases after the starter activity to give pupils something to work with. I could also choose different characters of more varied shapes and sizes.  I did have another activity available but the first two activities took longer than expected so I handed the lesson over to the class teacher at this point.  The activities were challenging and, although there were no behaviour problems, the pupils did seem to stop responded, suggesting that the PPT description activity was perhaps a little too much of a challenge.  I used target language and questioning techniques to try to encourage pupils to provide answers (e.g. Ist sie gross?) and reinforced this with translation into English. I also used the target language to give points and praise. I could have used it more in asking pupils to write in their green books, and so on.  I found out how much the pupils had learned by asking how many quesitons they got right in the starter but the overall assessment was done by the class teacher at the end of the lesson in the plenary. |

**Progression**

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| To progress on this topic, pupils now need to be able to read/listen and respond to questions about descriptions. I will move on to assess learning through a worksheet in the next lesson that can be taken home and marked.  For my own progression, I need to look at how to draw knowledge from pupils before starting an activity so that they feel confident in completing the activity. |

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

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