**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)\_04/12/08, Year 7, Class R (Mixed Ability), German\_

**Focus of Evaluation – Standards related**

**Focus of Evaluation – specific**

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| **Introduction of new grammar, variety of activities.** |

**Comments/ discussion**

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| The preparation and planning of the lesson were successful in that the resources I had were readily available and covered the information I intended to convey. In addition, pupil learning showed that the resources were suitable to aid learning. I put together ppt presentation for introducing new language and planned several games/activities to encourage pupils to talk through the new grammatical point introduced. However, due to bad weather and my late arrival in school, I was unable to cut up the sheets for the game I had devised for them to practise describing animals. I adapted the activity by asking pupils instead to put pick animals and possessives at random.  The introduction was an unjumbling activity. I also included colours to show genders of the animals. Some of the students spotted that the animals were colour-coded according to gender and most were able to complete the activity in the time allowed.  The starter activity was a recap of previous learning about pets. The pupils remembered the words for animals well and were enthusiastic in joining in the reveal game.  I developed the lesson well in asking pupils to think of words in English they would say to say that something belongs to them. I moved on to show them these words in German and the activity in which they decided how to remember these words seemed to be well-met and pupils came up with some good ideas. I did not ask pupils to copy down the second table with endings for pronouns on as this would have been too much in one lesson. I used questioning techniques to draw out of pupils what they thought possessives might be for different animals/genders and they were able to pick up on this and answer appropriately.  The whiteboard activity in which pupils wrote down ‘my, your, his, her’ appropriately worked well and showed that they could recognise the words in German. I could have used the whiteboards more by adding another activity as this did not take too long. In terms of differentiation, although one pupil struggles with writing, I made sure he was able to participate in the whiteboard game as the words required were short. He joined in and seemed to enjoy the task. In terms of class management with this, I allowed pupils to ‘doodle’ while the boards were being handed out and collected them again during the next task to avoid disruption.  Pupils enjoyed the game describing animals using the possessives and most were on task, although one or two struggled to understand. I will go over the endings again in the next lesson and make sure pupils have the table copied down into their books.  The stand up plenary had pupils engaged but it was difficult for me to assess from this what they had learned.  The pace of the lesson was ok but I had it in mind that the lesson finished at 12.30 not 12.35! This confused me but I was able to slot in a relevant plenary game at the end to make up the time.  Transition between activities went smoothly and there was minimal off-task behaviour except for some minor disruption when collecting in the whiteboards. |

**Progression**

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| I will go over the endings again in the next lesson and make sure pupils have the table copied down into their books.  I will also make sure in future that I have given instructions as to collecting in previous materials for one activity before handing out materials for another activity.  I will ensure that plenaries enable me to assess individual as well as whole-class learning. I will also make sure that I set a class writing/reading exercise to finish off the topic. |

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

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