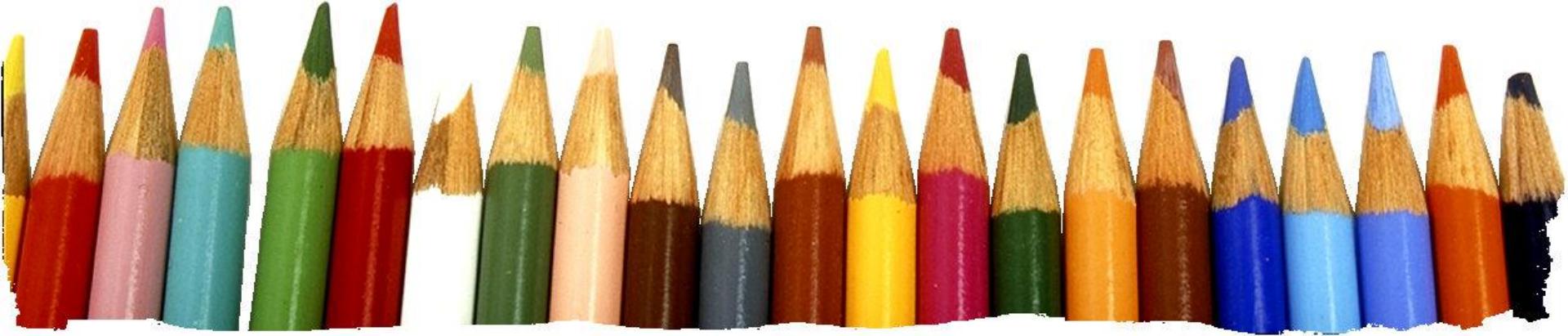




Lakeside School

Lesson Observations January 2019



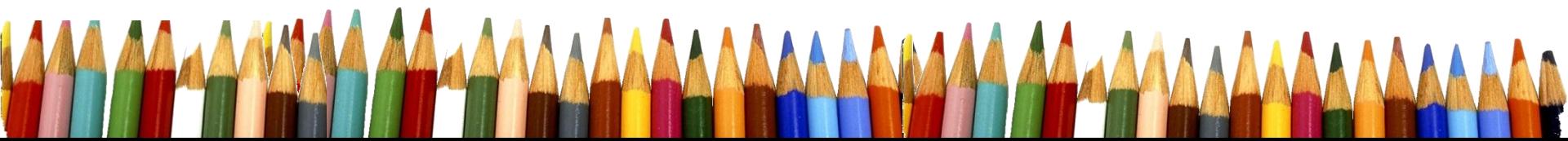
Observation Schedule

- **Week beginning:** Monday 21st January
- **Duration:** 2 weeks
- **Number of lessons observed =**
- 8 (SLT)
- 5 (Peer Observation)



The process of lesson observation helps the school to:

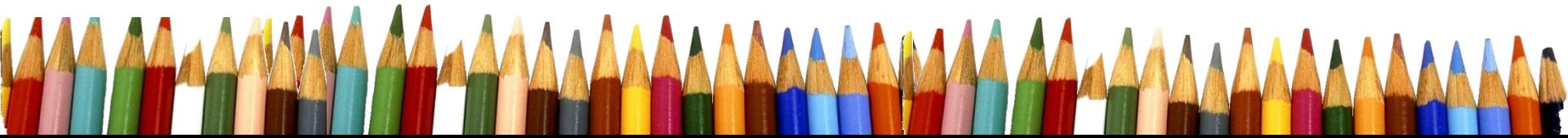
- provide a temperature check on the quality of teaching in the school – are high expectations being set?
- Indicate the progress students are making with their learning
- The quality of the teaching being provided – with clear, in depth subject knowledge
- Due consideration is given to the individual student and their starting point
- Check school systems are followed – for instance the handling of behaviour in the classroom
- The effectiveness of the teacher – teaching assistant partnership
- The quality of work in student books, including feedback
- An assessment of the learning environment



STRENGTHS FROM THE LESSON

OBSERVATIONS

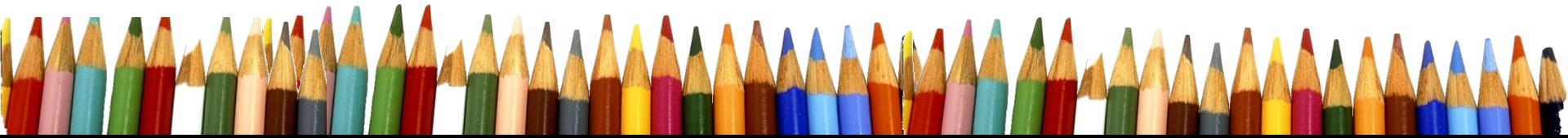
- **TEACHING & LEARNING**
- Knowledge and awareness of what the teacher wants to achieve in the lesson – clear steps to success within a 40-minute lesson
- Clear references to previous learning that support the scaffold of the lesson being observed
- A passion for learning that generates enthusiasm from the students – creating a desire to learn more
- Students are given ‘bite-size’ tasks that build up the level of challenge
- Clear instructions are given to students to help ensure there is no confusion to what is being asked



STRENGTHS FROM THE LESSON

OBSERVATIONS

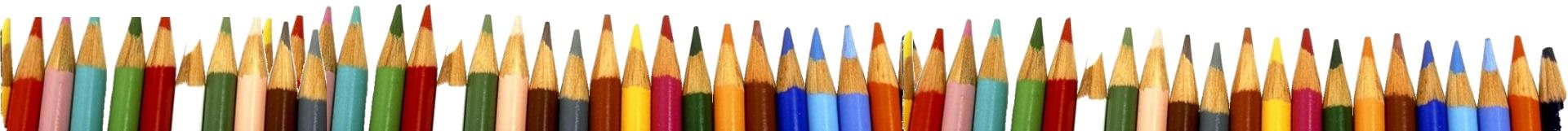
- Teachers endeavour to encourage independent learning – providing students with the confidence to accept the challenge
- Teachers do not give-in and provide the student the answer
- The lesson plans presented: Indicated a clear journey on what is going to be achieved in the classroom
- Good Pace – with a range of activities to sustain focus
- Welcoming teaching environment – tidy, well presented displays – creating a learning environment
- Students work is regularly marked – teachers asking for a ‘challenge’ response



STRENGTHS FROM THE LESSON

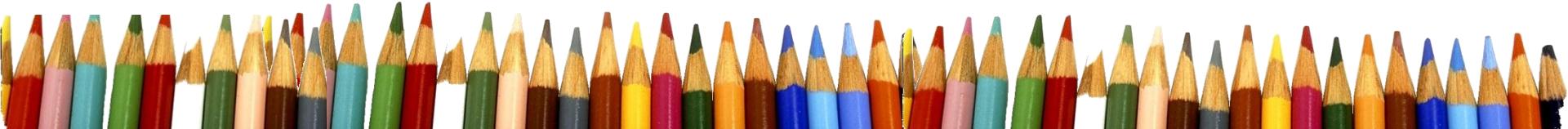
OBSERVATIONS

- **BEHAVIOUR MANAGEMENT**
- Strong relations between staff & student
- Patient when dealing with challenging behaviour
- Teacher & teaching assistant work as a team to address low level disruption before the incident escalates
- Students demonstrate a pride in their work and want to share this with visiting colleagues



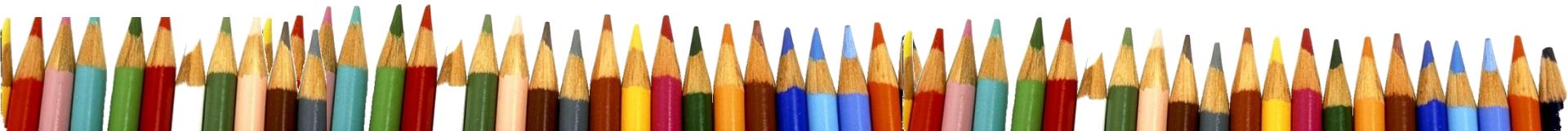
*"The greater danger for most
of us lies not in setting our
aims too high or falling short;
but in setting our aim too low
and not hitting the mark"*

Michelangelo

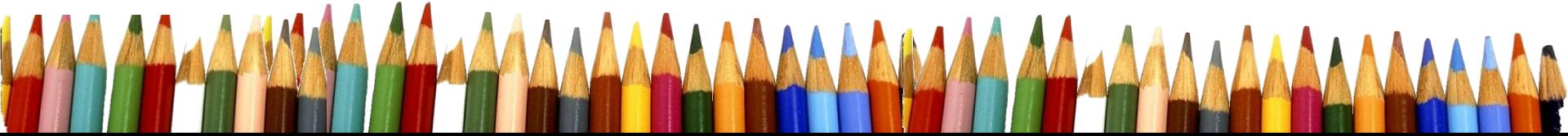


AREAS FOR IMPROVEMENT FROM THE LESSON OBSERVATIONS

- **TEACHING & LEARNING**
- Develop questioning skills – avoid calling out from the class (strategies to be researched for staff CPD)
- A 40-minute lesson can be restrictive in allowing the learning to move from ‘shallow’ to ‘deep’ learning.
- Deep Learning is observed when a student is taken out of their comfort zone but still attempts to engage in the task – The ‘Challenge’ and ‘perseverance’ from teacher and student has been missed
- Factor in check-points during the lesson to ensure all students are on track and not falling behind
- Plan for a range of activities that where possible allow for: visual – auditory & kinaesthetic learning

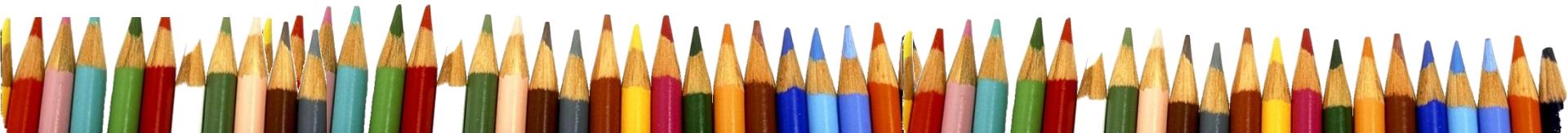


- ☺ **BEHAVIOUR MANAGEMENT** [Note: there were few incidents of poor behaviour management during the observation cycle. Colleagues had selected the class they believed they had strong relationships with and this may have helped ensure behaviour management was successfully addressed]



AREAS FOR IMPROVEMENT FROM THE LESSON OBSERVATIONS

- Colleagues need to hold their ground and not attempt to move the learning forward until there is a strong focus from all in the class
- Colleagues to endeavour to pick up the small incidents before they lead into bigger issues. The proactive use of the school's behaviour management systems will help to support this. (Verbal warning, Mark-Down via e-praise, Escort to the Time-out room, break and lunch detention, After school detention, time 'on the bench' during Friday rewards, phone call home...)
- All students have the right to learning – this right is lost when the student has a negative impact on the learning of others in the classroom and is not responding to the support being offered.



NEXT STEPS

- CPD sessions with staff on the benefits of lesson planning to support strong teaching
- “Outstanding lessons are planned and thoroughly prepared by the teacher” **[Outstanding Lessons Pocketbook]**
- To develop a mind-set of adapting and improving on an aspect of a lesson that did not go quite as well as planned
- Colleagues to focus on the relevance of the activities and how each activity contributes to a student’s learning
- Periodically review how a lesson is going by checking how student(s) are responding and what they are learning – this requires good questioning skills to ensure an appropriate level of challenge has been reached
- Assessment (Whole School) – to simplify the whole school data drop

