



**LESSON OBSERVATION REPORT SPRING 2016**

**SUBJECT-LITERACY**

**Focus on differentiation within the class**

**SUMMARY**

The lesson observation window took place for 4 weeks between January 11<sup>th</sup> and 5<sup>th</sup> February. 2 members of staff participated in joint observations with me. Vanessa Smith focused on the role of support staff during the lesson and Lucy Duncalfe focused on the teaching of Literacy across the school. Lesley Corbett, Academy Improvement partner also accompanied me on 2 lessons to give validation and support.

Teachers were observed for a maximum of thirty minutes and then given verbal feedback on the observation form, which is based on the Academy Trust pro-forma July 2015. Teachers were assessed against the Department for Education Teachers' Standards.

All 23 class based teachers were observed, except 1 who has been off long term sick. Our 4 NQT teachers were observed as well, but they have their own observation schedule. The 2 non classed based teachers who are working with groups of children, e.g. Pupil Premium and Gifted and Talented, were also observed, but not in Literacy. (Philosophy and Higher level Maths) Teachers were NOT given a grade. Their feedback was based on strengths and areas of development.

The 2 CPD teachers were not observed. This is due to the fact that there has been no guarantee where they would be teaching on a certain day.

**STRENGTHS**

Lessons were well differentiated, across the classes and year groups. There was a real strength in seeing the differentiation across the school from Early Years to Year 6. It was clear that children were being well supported and challenged during Literacy lessons.

Good use of grammatical starters at the beginning of the lessons. Grammar, Punctuation and Spelling was clearly being embedded within the lesson plans to heighten children's knowledge. These worked well when the grammar was linked specifically to the learning of the main part of the lesson.

Warm and welcoming Learning Environments, which are consistent across year groups.

There was an excellent atmosphere in all classes. They were all calm, supportive and caring.

Lessons were well resourced and supported the learning.

Good use of modelling within classrooms on grammar, sentence content and cursive handwriting.

Lesson plans were detailed and precise, including a section on British Values.

British Values were evident in the lessons, from praise about school values to thinking about moral rights in a local community.

Reflection and growth mind set were evident in the planning and in the lesson. There was a strong thread within the school where the children can reflect and have the ability to choose different options to aid with their learning.

There was appropriate and precise questioning which challenged and supported the children.

Lessons were all cross curricular and clearly into the topic.

Teachers were relaxed and confident in what they were teaching. There were strong relationships between children and adults in all the classes.

Vocabulary, subject knowledge and high expectations were evident across all the classes.

Control in the classroom was excellent. Behaviour was well managed and praised.

All the children were on task during lessons. There was a love of learning within the lessons.

Children knew routines of their classrooms, whether it be TTYP or coming back calmly from RWInc.

Support staff used appropriately and were proactive in their involvement. There was some outstanding practice in some cases.

Teachers either focused their attention to a group or redirected attention of children within the whole class to enable good learning and progression during the children's activity.

Feedback in the books was excellent, showing progress from September. This was not only evident in handwriting and presentation, but in subject knowledge and content of work.

Quantity of work in books was good for the time of year. Children showed pride and care in their work.

Groups of children, Pupil Premium and SEN were making good progress.

There was a confident and competent use of technology, such as I-pads and Interactive White Boards within the lessons to support differentiation.

In the majority of examples, areas of development from the previous lesson observations had been achieved.

#### **AREAS OF DEVELOPMENT-not all targets relate to every year group or class**

**-To clearly show the Success Criteria once the children had come up with it. This could be on the learning wall, white board or the wedge board with pictures/symbols on.**

**-The grammar starters were good, but we must try to balance the fun, creativity and the joy for writing which makes our school so unique. This will be ongoing!**

**-Support staff given more direction during the teacher input. This has improved since the last lesson observation round, but still needs to be developed in some areas.**

**-Continue to develop the good direct feedback in books to further aid children's progression and development. We now need to measure the impact of our marking. Are the children understanding your comments and putting them into practice after a few weeks?**

**-To continue to embed the reflective learning within the lesson.**

**-Continue to push good presentation in work books along with good modelling of handwriting from the teacher.**

**-To promote good writing by displaying the children's work on the walls. This doesn't have to be the finished article; it could be work in progress over the next few lessons.**

**-To model sentence structure within the teacher input, in the time allowed. Think about the input carefully and decide what is important and what you want the children to learn within the 15 minutes carpet time/ teacher input.**

**-Were the resources being shared across the year groups, could this be addressed?**

## CONCLUSIONS AND ACTIONS FROM THE LAST LESSON OBSERVATIONS –AUTUMN 2015

### **Book scrutiny will continue every half term**

Books will be taken in or looked at every half term. This will either be in the lesson observations or during a book scrutiny. ONGOING

### **Staff training on Success Criteria, Learning Walls and Reflective Learning**

Staff training either through 'good practice' or assessment for learning staff meeting which has already taken place. ACHIEVED

### **Support staff training**

Support staff have regular meeting where they have training about good practice within the classroom. ONGOING

### **Challenging the more able mathematicians**

This will be developed as a Key Target in the Academy Improvement Plan. ONGOING

## CONCLUSIONS AND ACTIONS FROM THIS LESSON OBSERVATIONS –SPRING 2016

### **Training on delivering GPS within the lesson and how to keep our writing lessons fun and creative for our children**

Whilst it was a pleasure to see GPS being taught throughout the school, we realise that this could have an overwhelming effect on the creative side of writing. We must find a balance between this to enable children to make outstanding progress in their writing. Staff meetings, writing moderation across year groups and different schools and GPS taught within the context of the lesson will help with this.

### **Measure the impact of our marking**

As a school we have worked very hard on our development marking. We are now at a point where I believe we have to measure the impact of all the hard work. Is the child responding to the question from the teacher and using this knowledge in their next examples of work? The next Book Scrutiny after half term will focus on this.

### **To have a consistent approach to classroom displays**

We produce wonderful examples of children's writing in our school. We need to celebrate these successes and allow the children to read, evaluate and reflect their own practice against those of their peers.

It was a pleasure to be joined by other members of staff this time and to see so much good practice within the school. I am very proud to see how much we have progressed in such a short space of time and that is because of all the hard work that the teachers do.

Thank you and well done!

Marcus      **Spring 2016**