



LINDFIELD PRIMARY ACADEMY

LESSON OBSERVATION REPORT AUTUMN 2015

SUBJECT-MATHS

Focus on children 'learning how to learn'

SUMMARY

The lesson observation window took place for 3 weeks between October 5th and October 23rd 2015. Vanessa Smith and I conducted the observations between ourselves.

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 focus of their lesson was not 'children learning how to learn'. 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

Warm and welcoming Learning Environments.

Excellent atmosphere in all classes- calm, supportive and caring.

Lessons were well resourced.

Lesson plans were detailed and precise.

Lessons were all cross curricular, tied into topic and very creative.

Lessons were well differentiated, across the classes.

Teachers were relaxed and confident in what they were teaching.

Vocabulary and subject knowledge was strong by the teachers.

Control in the classroom was excellent.

All children on task during lessons.

Children knew routines of their classrooms.

Support staff used appropriately and were proactive in their involvement.

Feedback in books was excellent, showing progress from where the school has come from.

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

Presentation of work in books was good.

Assessment in Early Years (Baseline) completed.

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

Approximately 10 children from each of the 15 classes (150 children) were asked about what they would do if they were stuck and what their next steps would be. 88% (132 children) of these children knew what to do and what their next steps would be.

Confident and competent use of technology, such as I-pads and Interactive White Boards.

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

To develop and embed the use of the learning wall, including use of success criteria which needs to be differentiated and child initiated and strategies for reflective learning.

Support staff given more direction during the teacher input.

Challenge and support for the more able mathematicians.

Continue to develop the good direct feedback in maths books to further aid children's progression and development. This would now involve a specific question which the child needs to respond too.

To continue to embed the reflective learning within the lesson for the children.

Continue to push good presentation in work books and correct reversed numbers.

Learning Journals in Early Years needed to be more consistent across the year group.

More direction during 'Discovery Time' in Early Years

To model cursive script in feedback and on displays.

Refocus children during teacher input from different activities.

CONCLUSIONS AND ACTIONS FROM LESSON OBSERVATIONS

There are 4 main areas that as a staff we will work on.

Book scrutiny will continue every half term

Direct questions posed by the teacher in their marking to enable reflective learning will be a focus. This was happening in the majority of lessons, but could be improved in some. Also the use of peer assessment showing reflection on learning taking place. Presentation and handwriting will also be scrutinised, along with cursive script from the teachers.

Staff training on Success Criteria, Learning Walls and Reflective Learning

Some staff to be trained on how children can develop own Success Criteria and how to use the Learning Wall during the week. Crystal ball ideas to be shared during good practice sessions in staff meetings. To continue good practice for reflective learning.

Support staff training

To train and empower the support staff to understand the lesson plans and assessments used in the classroom environment. This will take place during the SALT TA conference and TA meetings over the year. CPD target for the TAs is a direct response from the TA conference, 'Encouraging Independence and Promoting Learning'. There will be further training given on how to support learners in the classroom.

Challenging the more able mathematicians

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

The staff are highly professional, work hard and are open to ways to improve their practice. We are lucky that we have a committed staff that wants the best for their children and the Academy.

Thank you and Well Done!

Marcus

Autumn 2015