



LESSON OBSERVATION REPORT SUMMER 2016

SUBJECT-MATHS

Focus- Problem Solving and the impact of marking

SUMMARY

The lesson observation window took place for 1 week between Monday 25th April and Friday 29th April. Vanessa Smith and I completed all the staff within this period. James Smyth, Maths Coordinator, also joined us on some of the observations, focusing on the teaching of Maths across the school. Lesley Corbett, Academy Improvement Partner also accompanied me on 4 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.

This was a new way of completing the lesson observation timetable. It was more time effective and gave a clearer view of peer teaching and planning.

All class based teachers were observed, except for our heavily pregnant member of staff! Our 4 NQT teachers were observed as well. The 2 non classed based teachers who are working with groups of children, e.g. Pupil Premium and Gifted and Talented, were also observed. 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 IN EARLY YEARS / KS1

Lessons were well differentiated, across the classes and year groups. It was clear that children were being well supported and challenged during Maths lessons.

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.

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

British and School Values were evident in the lessons.

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 linked into the topic.

Problem Solving Pineapple was evident in all lessons.

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

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

Behaviour management in the classroom was excellent, well managed and praised.

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

Children knew routines of their classrooms, whether it be TTYP or selecting resources.

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

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 activity.

Feedback in the books was excellent, showing progress from the Spring Term. There was clear impact from the direct feedback across a majority of classes.

The work in books contained good presentation and numeral formation. Children showed great pride and care in their work.

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

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

STRENGTHS IN KS2

Lessons were well differentiated, across the classes and year groups. It was clear that children were being well supported and challenged during Maths lessons. It was good to see Challenging, Super Challenging and Extra Challenging activities being selected by the children.

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

Children were actively learning and using the Working Walls.

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

Lessons were well resourced and supported the learning.

Lessons contained good mental 'hooks' to engage the children's learning.

Most successful lesson inputs enabled the support staff to sit at the same level as the focus children they were working with, with resources on hand.

Supportive and successful teacher modelling for the activities within the lesson.

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

British and School Values were evident in the lessons.

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. This was particularly useful for both teacher and observer when written in a different colour on the plans.

Lessons were all cross-curricular and clearly linked into the topic.

Problem Solving Pineapple was evident in all lessons.

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

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

Behaviour management in the classroom was excellent, well managed and praised.

All the children were on task during lessons. There was a love of learning within the lessons and there was an enthusiastic approach to problem solving in maths, a healthy buzz!

Children knew routines of their classrooms.

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

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 the Spring Term. There was clear impact from the direct feedback across all classes.

The work in books contained good presentation. Children showed pride and care in their work.

Good use of mini plenaries to celebrate learning and move the learning on.

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

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

Children came up with own success criteria and top tips for learning.

Plenty of collaborative learning taking place in KS2.

AREAS OF DEVELOPMENT-EARLY YEARS / KS1

-The most successful lessons had clear learning objectives, appropriate activities and pace. Pace is an area of focus.

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

-Ensure that all learners are participating and understanding the task. Consider the use of appropriate questioning/types of questions posed.

-Ensure the teacher shares the 'I can' and models the activity for the focus group. Think about the outcomes for more able groups.

-To ensure that the technology within the class is working correctly.

-Continue to evaluate the impact of our marking. Are the children understanding your comments and putting them into practice after a few weeks? Could we reflect more on photographic evidence in Maths books?

-Continue to model high expectations to ensure good presentation in work books.

AREAS OF DEVELOPMENT KS2

- To consider the pace of lessons, particularly during inputs.
- To ensure that the technology within the class is working correctly and to keep the Interactive White Board slides simple and clear.
- Ensure that all learners are participating and understand the task. Consider the use of appropriate questioning and access to physical resources.
- Support staff to be more proactive in the teacher input.
- To develop interactive maths working walls to a similar standard as the English ones.
- Teachers to monitor and reflect on their marking and whether children are responding correctly.
- To continue to have high expectations for neat and appropriate presentation in the books.

CONCLUSIONS AND ACTIONS FROM 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 given feedback/ways forward from observations.

Support staff have regular meetings 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 SPRING 2016

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

Staff meeting delivered by Lucy Duncalfe about teaching GPS has been delivered, but more support needed. ONGOING

Measure the impact of our marking

These lesson observations have shown that this has improved considerably. Teachers are measuring the impact and therefore children are making good progress. ONGOING

To have a consistent approach to classroom displays

Termly Learning Environment walks showcase the consistent approach to classroom displays. ONGOING

CONCLUSIONS FROM SUMMER 2016

Pace

It is clear that strong lessons contained many elements but also had Pace. This was achieved by enabling learners to work together with the correct challenge at the right speed. They were often active lessons. To continue on our quest for outstanding lessons, the majority of lessons need to have the correct pace. This will be a good focus for our Peer observations after half term.

Deeper questioning

Even though this is strength, we will still need to look at deeper questioning within the lesson and where to record this clearly on the lesson plan.

Technology working.

2 Interactive White Boards were not working. This will need to be addressed.

Support Staff

Support staff to receive training from the Maths Coordinator, regarding problem solving/feedback and Vice Principal on assessment and questioning techniques to further their practice.

The amount of strengths from these lesson observations is a credit to the hard work that all the staff have put in and the progress that we have made as an Academy.

Thank you and well done!

Marcus and Vanessa

SUMMER 2016