



LINDFIELD PRIMARY ACADEMY

LESSON OBSERVATION REPORT AUTUMN 2016

SUBJECTS-MATHS/LITERACY

SUMMARY

The lesson observation schedule changed slightly this year. To tie into the Peer Review that the Trust is developing with its Academies, we decided to have a morning of lesson 'drop ins' where the Principals and the AIP could walk in at any time and observe. This was to bring our practice more in line with OFSTED 1 day inspections. The Peer Review took place on the 20th October.

Teachers were observed for a maximum of twenty minutes and then given verbal feedback. Teachers were assessed against the Department for Education Teachers' Standards.

All 20 class based teachers were observed. Our 2 NQT teachers were observed as well and they also have their own observation schedule. Teachers were NOT given a grade. Their feedback was based on strengths and areas of development.

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.

Groups of children, Pupil Premium and SEN were making good progress-not noticed.

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

Progress of children was good.

Good examples of modelling during teaching.

Corrections of misinterpretations was evident and precise.

Peer working was evident.

Progression of skills was clear to see.

Pace of learning was appropriate.

Assessment frameworks on tables for the children to use.

AREAS OF DEVELOPMENT-year groups

EYFS

Closer tracking of GLD strands. Gaps to be addressed when discovered.

Year 1

Quantity of work in books, for this time of year.

Make sure independent groups have a clear focus for learning during the lesson.

Year 2

Check the weekly planning to monitor coverage.

Develop further questioning during the lesson.

Year 3

Maintain good behaviour management when giving instructions.

Monitor children's seating arrangements.

Continue to focus on more direct feedback in books.

Year 4

Maintain good behaviour management when giving instructions.

Develop further questioning during the lesson.

Year 5

Monitor the lower ability children and their progress within lessons.

Monitor teacher position when talking to the class.

Make sure the 'I cans' relate to both the year group and the learning taking place.

Year 6

Monitor that all children on task.

Focus on the presentation in books.

Think about the teacher lead groups during maths, can they switch?

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 awareness on 'Notice and Adjust'

Some of the best teaching we saw was when the teacher 'noticed and adjusted their plans. This might be the case if they felt the children can already complete the challenges or their verbal reasoning enabled the children to move on quicker. It is awareness of the next stage of learning for the teacher to understand.

Challenging the more able

This is across Literacy and Maths. Staff training will be led by the subject coordinators.

Tracking key individuals in cohorts to understand gaps

Certain children may be missing vital learning and therefore a barrier to their learning. It is our job to unpick this so the child can make the necessary progress.

Thank you and Well Done!

Marcus

Autumn 2016