



LINDFIELD PRIMARY ACADEMY

LESSON OBSERVATION REPORT SPRING 2017

SUBJECTS-MATHS/LITERACY

FOCUS-‘SCAFFOLDING FOR LEARNING’

SUMMARY

Once again 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 Impact meeting took place on the 6th March.

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 3 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.

There was a focus of ‘scaffolding for learning’ within the lesson observations. This looked at the various strategies of how the teacher supported the learning within the class environment.

STRENGTHS

Warm and welcoming Learning Environments.

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

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.

Children showed pride and care in their work.

Presentation of work in books was good.

Confident and competent use of technology.

Progress of children was good.

Progression of skills was clear to see.

Pace of learning was appropriate.

Scaffolding for learning

Working walls were being used well to support.

Resources were on the tables and being used e.g. maths resources, check lists, word banks.

Support staff used appropriately and were proactive in their involvement.

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

Good IWB flipcharts to support the learning.

Good examples of modelling during teaching.

Peer to peer working was evident.

Assessment frameworks were on tables for the children to use.

There was a higher level of notice and adjust within the teachers feedback.

Dynamic feedback addressed misconceptions.

Good modelling from the teachers.

AREAS OF DEVELOPMENT FROM SPRING 2017 -year groups

EYFS

Very clear process for writing demonstrated in EYRS, but some minor inconsistencies will need to be addressed.

To spread the writing opportunities in the outside learning environment throughout, rather than just by one class.

Year 1

When modelling is used well, it is very supportive. However, use all the opportunities within a lesson to model excellent writing.

Consider activity / challenge for early finishers.

Year 2

Ensure that ALL children are very clear about how to start their activity.

Use all the opportunities within a lesson to model excellent writing.

Year 3

Challenge of the more able.

Less whole class mini plenaries.

Year 4

Challenge of the more able during fluency time.

Year 5

Challenge of the more able.

To be more robust with class self-assessment.

Year 6

Challenge of the more able.

To be more robust with class self-assessment.

DEVELOPMENTS AND IMPACTS FROM AUTUMN LESSON OBSERVATIONS

Book scrutiny will continue every half term

Termly book scrutinies are developing well. These have included Literacy, Topic and Maths. Feedback, impact of marking and strands of the curriculum have all been monitored. Good progress.

Staff awareness on 'Notice and Adjust'

Plenty of Notice and Adjust took place during the drop ins. Good progress.

Challenging the more able

This still needs more development. There is challenge in the class through differentiation, but the more able really need to be stretched. Continues.

Tracking key individuals in cohorts to understand gaps

Gaps have been identified and children monitored. Good progress.

WHOLE ACADEMY ACTIONS FROM SPRING LESSON OBSERVATIONS

Challenging more able

This is an area that still needs more work on. Two staff meetings will be allocated for Literacy and Maths which will focus on challenging the more able. Differentiation was good in the classes, but a focus on continual challenge must be adopted.

Whole class mini plenaries

It was noticed that teachers stopped the class to have whole class mini plenaries. This impacted the learning and possibly the more able. It is suggested that the teacher focuses on group mini plenaries or individual children.

Whole class teaching engages ALL children

Make sure that teachers make good use of pupil self-assessment so that they can better judge pupil understanding during the whole class input. We will investigate 'Plicker' for ipads for this.

Thank you and Well Done!

Marcus and Vanessa

Spring 2017