



# LINDFIELD PRIMARY ACADEMY

## LESSON OBSERVATION REPORT SUMMER 2017

### SUBJECTS-MATHS/LITERACY

### FOCUS-‘CHALLENGE FOR THE MORE ABLE’

#### 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 Friday 9<sup>th</sup> June.

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 and was individual.

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

#### STRENGTHS

Warm and welcoming Learning Environments.

There was an excellent atmosphere in classes. Calm, supportive and caring.

Behaviour and class management were outstanding

Lesson plans were detailed and precise.

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

High expectations set in the classes

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.

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.

Classroom organisation is strong across both Key Stages.

Quality of the work that the children were producing was good.

The level of comparable lessons across the year groups was excellent.

### **Challenge for the more able**

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 with different groups. This was a real asset.

Differentiation was appropriate. Of the more able asked, none replied that the work was easy and they were off task.

Feedback in books continues to be 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.

Good modelling from the teachers.

## **DEVELOPMENTS AND IMPACTS FROM AUTUMN / SPRING LESSON OBSERVATIONS**

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

This continues and now includes Topic and Science Books. Good progress.

### **Staff awareness on 'Notice and Adjust'**

This continues. Good progress.

### **Challenging the more able**

This has been prioritised and evidenced by the good progress that the Summer observations have shown. It will still continue.

### **Tracking key individuals in cohorts to understand gaps**

Gaps have been identified and children monitored. This continues. Good progress.

### **Whole class mini plenaries**

Noticeable improvement, teachers only stopped small groups or individuals during the drop ins. Good progress.

### **Whole class teaching engages ALL children**

This continues as we will be focusing on self-assessment into the next academic year.

## **DEVELOPMENTS AND IMPACTS FROM THE SUMMER LESSON OBSERVATIONS**

Overall, there was good challenge for the more able. Teaching across the school continues to be a strength. However, there are a few developments that we will work on as a school.

### **Self-Assessment**

Continue to develop the use of self-assessment during the lessons. This could be in the form of direct feedback, consistent use of self-assessment faces, coloured cups or sticky labels to aid the children.

### **Presentation**

Handwriting in some children's books needs to be addressed. There is evidence of self-editing. This needs to be developed so that it does not impact on the presentation of the books. Action has already been taken on this. Lined books have been order for September.

### **Written reasoning during maths lessons**

Even though this was clearly happening, there will need to be more evidence of reasoning in the children's books.

### **Knocking down the barriers for writing**

To assist the children who find it difficult to start writing, the staff could write the first sentence for the children, who have verbally produced it.

Thank you and Well Done!

Marcus and Vanessa

**Summer 2017**