

Summary of Lesson Observation for feedback to NQT

NQT:	Date: 20/9/17	
Observer: Induction Tutor & Headteacher	Subject: English	
Length of observation: 1 hour Main focus: S2b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these. Sub Focus: S8c deploy support staff effectively		
Observer, please comment on the quality of the NQT's teaching in relation to the Teachers' Standards. Ensure that generic advice is given that can be applied to other lessons, as well as specific advice relevant to this lesson.		
	Strengths Observed during the lesson:	Development points - in order to improve you will need to...
PART ONE: TEACHING	<p>7a NQT has clear rules and routines for behaviour in classroom and when delivering an appropriate exciting 'hook' to the lesson, was organised and calm, clear rules and routines in place.</p> <p>This activity led well into 4b promote a love of learning and children's intellectual curiosity Children had to find the secret city in the tunnel (under the tables – NQT discussed how to be safe when finding these 1a). Children were engaged and NQT and LSAs were deployed to support and challenge the children in finding the lost city and think of adjectives to describe it.</p> <p>Children called back to the carpet after leaving post it notes with adjectives on collective word bank. 1c NQT demonstrated consistently the positive attitudes, values and behaviour which are expected of pupils calm, consistent manner with children, high expectations, very positive, catching them being good.</p> <p>Once on the carpet, sentence level work was modelled 3c (promoting high standards of literacy) and NQT demonstrated how to improve sentences initially on capitals and full stops (responding to summative assessment from previous lesson 6b/2b). LSAs working with key children on the carpet</p> <p>LSA with SEMH/SEN child directed to begin work We the child became unsettled on the carpet 5D.</p> <p>NQT moved on to other areas to improve on the modelled example (replacing and), before moving on to replacing and improving the adjective.</p> <p>Children set off to re-write modelled example. LSA took guided group 8c who had an appropriately differentiated task. NQT visited and reviewed progress of this group and all groups, after working with a guided group herself.</p> <p>End of observation.</p>	<p>Children struggled to give the answers NQT wanted. Try and developed the range of strategies used to encourage pupil talk (partners, options, questioning) and a wider range of AFL opportunity for more children when on the carpet (thumbs up/down, whiteboards, hand symbols for capitals and full stops...) 6b</p> <p>Ensure you portray clearly the focus of the lesson through timings and emphasis. Less time was spent on adjective work (the focus of the lesson) than the other areas of improvement and although the children did know what they were to do (adjectives) they also went away focusing on the areas cover too 2b/c.</p>

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT	Your personal and professional conduct continues to be excellent. You treat all the children and adults with respect and there is a calm, positive and happy atmosphere in your classroom.	
<p><i>Carry forward following development points to the Professional Development Plan</i></p> <p>S2b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these – ensure children are clear on the focus of the lesson and prior learning is now an expectation if they have proven success with this.</p>		
<p><i>Overall assessment of lesson (E-exceeding standards, M-meeting standards, W-working towards standards <u>that were a focus for this observation</u>): M</i></p>		
<p>Signed: NQT Induction Tutor.....</p>		