Lesson Observation Report

Trainee: Harry Kane	Date: November 2023	
School/College: Hogwarts Academy	Number in group: 24	
Mentor/Teacher/Tutor: Gareth Southgate	Year group/attainment: Year 12	Motivation theory

Focus of Observation: Use of assessment to confirm learning of key concepts

- *maintain and practise consistent and appropriately high expectations of pupils' knowledge, attitudes and skills*
- *praise pupils' effort*
- *establish and reinforce routines*
- *respond consistently and fairly to pupils*
- *encourage challenge and aspiration through your language, including body language*
- *model the behaviour you expect*
- *develop a positive and safe classroom environment, in line with schoolwide expectations*
- *expect mistakes and encourage learning from them*
- *question your assumptions about young people, and any limits you place on your expectations of and for them*
- *build pedagogical relationships based on mutual trust and respect.*

Teacher expectations

Teacher-student relations were good throughout and you made good use of praise and humour to help maintain a classroom atmosphere conducive to learning, with a safe and secure learning environment evident. There was evidence of all students having made some progress in the lesson- further use of success criteria and modelling could add in stretch and challenge to ensure all meet your expectations in terms of output. You spoke to targeted students during the activity to confirm their understanding and check for misconceptions between the different theorists.

The lesson started promptly and you dealt with latecomers at the door.

Employ
- *accurate, connected subject knowledge*
- *curriculum knowledge: analogies, illustrations, examples, explanations and demonstrations*
- *build from examples to abstract ideas*

Focus on:
- *pupils' foundational knowledge and skills*
- *link to pupils' prior knowledge*
- *link to 'big ideas'*
- *minimise unnecessary task complexity*
- *smaller steps to begin with*
- *essential concepts, knowledge, skills and principles*
- *misconceptions (identify, prevent)*
- *balance introduction, repetition, practice and retrieval of critical knowledge and skills*
- *review and practise key ideas*
- *plan for high success rate in practice and retrieval tasks*
- *show young people the wider significance of your subject*

Language:
- *reading comprehension (questioning, predicting, summarising)*
- *writing (planning, drafting, editing)*
- *build pupils' oral language*

Subject and curriculum knowledge

You'd clearly worked on subject knowledge around motivation theory, notably intrinsic and extrinsic motivators, making use of the exam board specification. However, you showed much greater confidence when dealing with answers around Maslow and Herzberg than you did with Elton Mayo's human relations school, where you used foundational knowledge from students' part-time jobs. Worth brushing up on this for next time and re-reading the specification and past papers to identify the level of student understanding required.

Students were given back their homework, asked to read the feedback and took part in a general review featuring a series of prompts on the ppt. It was good to see literacy represented here, with students asked whether Google should have a capital letter. You may also have highlighted the apostrophe in "employee's" that wasn't required. You drew out some better sentences on incentives: get them to apply their knowledge of different named motivation theories (Maslow, Herzberg, McGregor) here with exam performance in mind. Student responses were generally appropriately presented on the board in small steps and with reference made to sentence starters.

Sometimes different textbooks and sources illustrate the Boston Matrix in different ways. You can tell them this but make sure the version they have is the one expected by the exam board. You might have re-drawn this on the board after the question from the student.

From planning onwards;
- *link to what pupils already know*
- *use modelling to make abstract ideas more concrete*
- *utilise images and artefacts as well as verbal representations such as stories and mnemonics*
- *practice – repeated opportunities*
- *plan pupil grouping*
- *support paired and group activities*

Planning and teaching

How does planning support the lesson? How does the trainee relate to the class? What do you notice about the class and individuals' responses in terms of knowledge, skills and understanding, observed through e.g., discussion with pupils, pupils' actions, pupils' responses (verbal, written)?

The lesson started promptly with students taking their seats and getting down to work on a starter activity that reviewed key learning from previous lessons [S2]. This included some collaboration on a set of knowledge-based recall questions, both multiple choice and short

- *select examples and contexts which promote critical awareness of diversity and social or environmental justice*

In the lesson:

- *give clear and manageable instructions*
- *increase and decrease scaffolding to facilitate development*
- *model thought processes in solving example problems*
- *extend and challenge pupils through questioning, seeking justification etc.*

- *metacognition (pupils planning, monitoring, evaluating their own work)*
- *develop questioning including wait time*
- *extend classroom talk*
- *support pupils in moving towards independent work and practice*

- *adapt explanations, instructions etc to individual / group needs*
- *understand pupils' differences*
- *understand pupils' particular barriers to learning (SEND, etc).*
- *reflect on the assumptions you are making about individuals or groups*
- *use teaching assistants effectively*

answer. Students were then asked to show a number of fingers according to which answer they had chosen, following this up with Q&A to assess deeper understanding.

Q&A was especially helpful here, with you limiting your own contributions and turning the tables to get the best from the students, making good use of waiting time to extend classroom talk.

Students were then given a sheet featuring 4 short paragraphs and asked to identify key errors- this was a good way of using AfL to scaffold and to confirm understanding. You might have included some clear success criteria here- whether you wanted answers in sentences, how many points they had to make, reference to exam skills, etc. and then used the visualiser to highlight good answers. As it was, some students had added limited detail to their sheets, whilst others had highlighted and amended key words and phrases.

The review of this activity again included good Q&A, with a deeper dive into student understanding. This led to students being given a model answer, tasked with identifying where key exam skills have been evidenced. Only a limited number appeared to be using the coloured pens you suggested: make clear what is expected of them, with a 'no excuses' culture. Although you facilitated this and spoke to some individual students, progress was limited: again, make clear what you want as an output and use success criteria and modelling to help. One student made reference to 'freedom' being on Maslow's hierarchy- get him to articulate this further and put it on the WB. There's no harm in a reminder at this stage.

Finally, students wrote up their own individual response, though not all of these were completed by the end of the session. As I suggested, keep them behind to further enforce your high expectations.

The homework assessment you had done provided evidence for you to run through common errors that had impacted on previous progress. Reference was also made to expected standards of literacy

Planning: This was a well-planned and structured lesson, with a carefully sequenced set of activities that had built on prior classroom learning and that from a homework. It was clear that your approach to teaching this group has developed as you have reflected on previous lessons: this one ran at an effective pace with clear stages in the learning process.

Lesson objectives might have focused more closely on the improvement of both knowledge [motivation theory] and exam skills. You might also have included a literacy objective highlighting the expectations you had in improving their exam skills: use of sentences, capital letters, apostrophe, structured paragraphs, etc.

There was evident adaptive teaching present in the activities, and this allowed students to learn according to their abilities: now build in further stretch and challenge by identifying what you expect each student to achieve over the course of a lesson. This means getting to know what they are capable of (review oral and written work and consult with colleagues) and other wider factors impacting their individual performance.

- *adapt lessons so that all pupils can meet expectations*
- *reframe questions to support and motivate all pupils*
- *structure questions to identify misconceptions*
- *monitor pupils' work during the lesson*

Use of assessment
How do trainees assess progress during the lesson e.g., techniques used?

You made effective use of a range of assessment methods throughout the session. These included:

- *use formative assessment to make teaching decisions linked to lesson objectives*
- *provide accurate, clear, encouraging feedback with specific guidance on next steps – verbally where possible*
- *share model work*
- *support peer- and self-assessment with appropriate scaffolding*
- *prompt pupils to justify and evaluate their answers*
- *develop an efficient approach to assessment, especially of pupils' written work, using codes etc.*

- Excellent use of deep-dive, multi-stage Q&A to elicit student understanding
- You had marked their homework and provided both individual and whole class feedback. This made it an effective formative 'hinge question' to use to inform your teaching.
- Activities that supported development of their exam technique by reviewing model paragraphs were carefully structured to gain feedback from earlier questions before attempting the more complex. You got students to work collaboratively with peer assessment
- Facilitation with individual students to ascertain progress and pose questions
- Students produced an individual answer to a past question that you would be able to take in and mark

Key strengths of this lesson
(At least three, at least one subject specific)

1. **Excellent use of multi-stage Q&A** to assess understanding and to follow up on misconceptions [S4, S6]
2. A **well-structured and sequenced lesson** that built on previous work and your own reflections on teaching this group [S2, S4]
3. **Respectful teacher-pupil relations** that helped ensure a safe and secure classroom environment [S1, S7]

Targets arising from this lesson
(Up to three clear and concise targets, at least one subject specific. Suggest how each target may be achieved. Discuss and develop these targets in the weekly mentor meeting)

1. Make use of **success criteria and modelling** to make clear the standard of work you expect: use the visualiser to illustrate past answers and in class responses. This way you build in **collective high expectations** of their performance. Keep them behind if they have not completed to an acceptable standard (she also made everyone who achieved less than a C grade on the assessment repeat the test). Make clear your standards and stick to them. [S1]
2. Use the beginning of the lesson to place it in context- **set the 'big picture'** around what they are doing today, how it will progress and how it fits into the wider sequence of lessons [S2]. This might be in the form of a mind map and with reference to the A level specification.
3. Use your increasing understanding of the ability and target grades of these students to **provide individual stretch and challenge**- this might be in terms of extended responses, oral answers or their literacy development in written tasks. Build in stretch and challenge **at all levels to support adding value** [S4, S5]

To the trainee: identify how these targets will improve your lessons