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Did the chn have a good discussion of the key features of the story? Are they clear on what makes a good story?

- Do the chn open their story with a flashback that draws the reader in?
- Have the chn considered their use of language to create a dramatic opening?

Observations linked to key questions:

began her lesson with a 'word of the day' - Petrified. She showed the word on the board with a picture, then discussed the definition. The chn then needed to write their own example of the word in a sentence. The chn shared some of their sentences.

What makes a good story opening? Chn then needed to think, pair, share.
The class shared their ideas to create a list of key features.
* Discussed building up a sentence by adding a powerful verb and adverb.

Four key features of a story opening - dialogue, actions, character, setting.
 had a recap of the marches in the story which is where the class will need to begin their opening paragraph - to create a dramatic approach. She then recapped some of the previous lessons: similes/metaphors/punctuation/synonyms/direct and indirect speech.

showed the chn an example and modeled the start of the story - this was shared and discussed as a class. Chn then began the task - writing an introduction to the story as if they were Grace.

stopped the class during the session to give examples and reminders. Chn shared their work at the end of the lesson.

Discussions with teacher/TA/coach

Remember to leave time at the end for the chn to complete their work/sentence. Give them a time warning - you have 10 mins left to.....

Development:

Continue to develop your marking feedback. sp in the margin - chn to find the spelling mistake and self-correct. Could do the same with P - punctuation, check a sentence makes sense

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3 Key Questions:

- How I can differentiate over e-learning more effectively? (5a stage 3)
- Have I contributed thoughtful and useful idea's around planning and provision? (4e stage 2)
- And any other areas for development? (8d stage 3).

Observations linked to key questions:

You have supported e-learning opportunities well by explaining the task very clearly and modelling expectations so that all children can follow the task. The pace is good and you have clarified expectations. They know what they are doing and why. The video of your own garden will engage those who enjoy active learning and an experiment brings excitement. I think one way that you could differentiate would be to send some topic words for spelling home for those who struggle? It's an English link rather than science but the vocabulary is science based. 5a

This is such a good piece of teaching during these tricky times. You have referred to prior knowledge, Planned a good sequence throughout the lesson, included a video of your garden and an experiment that everyone can participate in from a distance. I am very impressed. 4e

I would just think about writing a little larger and ensure that you follow handwriting for year 2 I dont actually know if they join or not but maybe check?

Discussions with teacher/TA/coach

I have advised to write this up as she will achieve many sub standards if it can be linked to epad

Development:

Follow up th experiment as intended and this will be a fabulous piece of teaching.

Focussed Observation

Stage 1 evidence

The focussed observation form can be used:

- by the student teacher to develop their knowledge and skills;
- by the School Based Tutor to provide support and targets for progress and development;
- by teachers/coaches/TAs to support a specific focus/target determined by the student teacher.

Curriculum Area Science	Year Group 2	Date: 2.2.20	
Focus of Observation linked to targets: Behaviour management		TS and Stage	
		7	2
3 Key Questions:			
<ul style="list-style-type: none"> • Behaviour management • • 			
Observations linked to key questions:			
<i>(Continue overleaf if necessary)</i>			
<p>You started the lesson by clearly writing the LO on the board and sharing it with the children by saying and writing it. There were materials on the table and you clearly set expectation about being sensible with the materials to the children. You asked the children to go back to their seats to complete a warm up activity, in order to do this you used 1 (stand up quietly), 2 (walk back to your seats) and 3 (sit down) You clearly re-enforced that the children should not move on one when some children started to head back to their seats. Well done for giving J a warning when he started talking. It would have helped even more if you had also praised the children who were doing what you wanted at this point. The children then went to work in their groups to discuss what they already knew about materials. When you wanted to stop them you clearly counted down from 3 and then said stop. Most of the children stopped as you had clear expectations. Well done for praising two children who had stopped and were sitting nicely. I understand why you put the resources on the table at the beginning but they took away from the initial activity and gave opportunities for children to be off task. Maybe next time you could have them in trays ready to put out at the part of the lesson that you want them. At one point during the initial activity one child was being very silly with the materials and disrupting others, he should have been removed from the activity and given some time out so that he didn't interrupt learning. You circulated around the groups well when they were discussing the materials. Well done for using praise again for children who had stopped when you wanted them to. They stood up on 1 very loudly, well done for making them sit down and stand up again quietly. This re-enforced your expectations.</p> <p>You then came back to the carpet and discussed what they had found out about the materials. You modelled how you wanted them to investigate which materials are used for which purpose and why. Some of the children weren't clear about what to do before you sent them back, it would have helped to have spent a little longer on the modelling and to have written up a success criteria with the children. It was slightly chaotic when you sent children back from the carpet to their work, next time ensure that you keep an overview of everyone as they go back to tables and circulate to settle children down to purposeful work quickly. There were differentiated activities and some of the children were working confidently when I walked around to see what they were doing. After some time you realised that not all of the children were clear about what they needed to do so you stopped the children to explain further. Well done for doing this as it helped the rest understand what they needed to do. The children were quite chatty as they worked and not all were on task. Now think about setting up expectations as the children work independently and keeping an overview whilst the children are working. You could praise those that are working well, help those who aren't on task as they may not understand and ensure that all children know what they need to do after they have finished (challenge etc). Ensuring that all children</p>			

know what their challenge is means that it stops children coming up to you constantly saying that they have finished when you are still trying to support other children.

Glow:

- Well done for being much more firm with the children and clearly vocalising your expectations for them.
- Well done for managing transitions at the beginning of the lesson well.
- You are using your voice much more confidently in the lesson which is helping to manage behaviour.
- Well done for taking on previous development points about behaviour management and working on them so quickly

Grow:

- Manage children successfully when they are working at tables by being clear of your expectations, set up expectations/ class rules for when you teach- sit in your seats, work quietly, if you have finished then try the challenge.
- Circulate - praising children who are doing the right thing and working. Keep those that aren't working on track.
- Make sure that children are clear about what they need to do before they go back to their seats and make sure they know what the challenge is before they go back so they know what to do if they have finished.

Discussion with teacher/TA/coach

Development:

- Manage children successfully when they are working at tables by being clear of your expectations, set up expectations/ class rules for when you teach- sit in your seats, work quietly, if you have finished then try the challenge.
- Circulate when children are working independently - praising children who are doing the right thing and working. Keep those that aren't working on track.
- Make sure that children are clear about what they need to do before they go back to their seats and make sure they know what the challenge is before they go back so they know what to do if they have finished.

Signed as appropriate Student Teacher Teacher/TA/Coach