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| **Name of trainee** | D Craven | | | **Subject** | RE |
| **Name of mentor** | S Patterson | | | **Key stage** | KS3 |
| **Name of link tutor** | B Smith | | | **Class** | 7/A1 |
| **Programme** | PGCE Religious Education | | | **Number of learners in session** | 30 |
| **Professional practice**  **Phase (please check box)** | Introductory | Developmental | Consolidation | **Number of the lesson observation** | 2/10 |
| **School/setting name** | Edge Hill High School | | | **Date** | **Enter date** |
| **Key points emerging from the session** | | | | | |
| *Focus: Questioning*  Questioning is used to good effect to re-cap and retrieve prior knowledge – go beyond facts however, this is somewhat low-level retrieval and is largely from last lesson. I can see you are using your seating plan to target questions at pupils and ensure questions are purposeful and adapted for the pupils in front of you.  Consider questions which retrieve from last term and/or other topics (e.g. how does Hajj compare to what we know about Catholics going to Lourdes?)  Good use of classroom talk to draw out information about the specific pillars from pupils rather than giving them the learning up front – great use of prompts to encourage higher level thinking. Try to make more use of these open questions (e.g. Why do you think? What can we presume…?) rather than closed questions which require simple/low level responses.  You made a success criterion for the assessment next week. Could you remove the guidance and replace these with appropriate questions pupils should aim to address? Maybe this is something to trial with your other Yr7 class? This would help pupils to see the type of questions they should be thinking about.  Hinge questions – good use of these for your plenary however how could you use these throughout your lesson to assess as you are going along? Go back to your planning – what are the key questions which will demonstrate progress?  There are high achieving pupils in this group, ensure your questions are stretching them beyond this lesson (e.g. encourage them to make links to other aspects of Islamic belief such as the status of Muhammad as role model). | | | | | |
| **Subject and curriculum knowledge** *(including use of pertinent research)* | | | | | |
| * Clear demonstration of the 5 pillars and use of subject specific terminology. (e.g. Hajj rather than pilgrimage) * Ensure you pick up on misconceptions, not all Muslims follow the 5 pillars. This is predominantly Sunni Islam - missed an opportunity to expand on this and develop knowledge further. * Incorrect assumption that the 5 pillars are found in the Qur’an – they are derived from the practice and teaching of Muhammad. * Great discussion re: the relevance of the pillars today. This helps pupils to consider the relevance of religious practices in different contexts and the impact of COVID on Hajj. Could have been revisited in the review, | | | | | |

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| **Key strengths of lesson/session** *(one must be subject related)* | | | |
| High Expectations and Managing Behaviour  How Pupils Learn, Classroom Practice & Adaptive Teaching  Subject Knowledge and Curriculum  Assessment  Professional Behaviours | | * Good use of school routines making use of what you learnt from your observation yesterday * Questioning and linking to prior learning * Success criteria shows you understand the assessment requirements for this group and you planned your lesson with this in mind. | |
| **Opportunities for further development** | | | |
| *Observing expert teachers/discussions with expert colleagues -i.e., subject coordinators.*  *Discussing/engaging with diversity and inclusion matters.*  *Observing/teaching learners with EAL and SEND.*  *Observing/teaching systematic synthetic phonics (SSP) and phonics and reading in secondary.*   * Arrange to observe a colleague with a top set Yr9 class to see how they use questioning to stretch understanding into GCSE/KS4. Use this to inform your planning for this class next week. * Review your learning from university about how you can make use of hinge questions | | | |
| **Observer (mentor)** | **Name** S Patterson | | **Signature** |
| **Observer (link tutor)** | **Name** | | **Signature** |
| **Trainee** | **Name** D Craven | | **Signature** |