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| **Name of trainee** | **ME** | **Trainee ID No** | 24930237 |
| **Name of observer** | **TD** | **Subject** | **Science** |
| **Key stage/Year group** | **Year 5** | **Number of learners in session** | **26** |
| **Number of the lesson observation** | **2** | **Date** | **08/12/2022** |

| **Subject knowledge and curriculum** | |
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| Evidence of what the trainee knows, understands, and can do. Pedagogical knowledge. Use of assessment.  Once again, M’s subject knowledge was strong. Her substantive knowledge of the Earth’s movement around the earth was good. She had clearly prepared for the lesson, which was evident in her ability to answer questions, begin to challenge misconceptions and confidently model the key learning in a variety of ways.    M supported children to understand the concept of how the Earth rotates & orbits the Sun, by engaging them first-hand practical experiences wherever possible. Children’s substantive knowledge was reinforced/enhanced by having the opportunity to both use props to recreate the concept, while also using children to model the movement of the Earth as it orbits the sun.  M showed an awareness of how to adapt her teaching to enable access of all learners to the science curriculum. For her LA children, she prepared an accessible activity, which still allowed the child to access the key scientific learning. This simple, but effective adaptation, showed she had considered the pupil’s science attainment, while providing appropriate challenge.  M modelled correct scientific vocabulary throughout the lesson and encouraged the children to mirror that vocabulary in both their verbal and written answers. To enhance this further, it would have been beneficial to plan in more time for ‘pupil talk’ to reinforce this new vocabulary, thinking and ideas. | Key discussion points ***may*** include:   * The trainee’s subject knowledge. * The trainee’s teaching of the subject content. * The teaching of subject specific skills and knowledge. * Use of and understanding of technical vocabulary. * Appropriate subject specific learning objectives. * Ability to pre-empt and respond to subject specific misconception. * Adaptive teaching. * How children learn. |

| **Further key points emerging from the session** | |
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| E.g., impact on learning, depth of understanding  M’s eagerness to reinforce concepts through additional videos and practical experiences, ensured children’s engagement and enthusiasm was evident throughout.  Formative assessment was evident both in the questioning and in the tools deployed to support this (whiteboards, talk partners and self-  assessment strategies) Following on from last week, M continued to incorporate different questioning strategies: cold calling, hands up, partner talk, check for understanding­.  During the activity, there was a conflict between two pupils. M discretely dealt with the issue, without it disrupting the flow of the lesson and impacting the learning of others.  M’s classroom management had evidently developed from the previous observation. She demonstrated some of the strategies/pieces of advice from last week’s observation. While continuing to use a couple of different ways to gain the children’s attention, M ensured she had all the children’s attention before moving on. She also used praise throughout for good behaviour/ accurate use of vocabulary etc. | Key discussion points (relevant to this lesson) which ***may*** include:   * High expectations and managing behaviour * How pupils learn, classroom practice & adaptive teaching * Subject knowledge and curriculum * Assessment * Professional behaviours |

| **Key strengths of lesson/session** (this would normally include an aspect of subject knowledge) | |
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| High expectations and managing behaviour  How pupils learn, classroom practice & adaptive teaching  Subject knowledge and curriculum  Assessment  Professional behaviours | * Subject Knowledge – M’s strong subject knowledge allowed her to answer questions, begin to challenge misconceptions and confidently model the key learning in a variety of ways., * M’s consideration of how all children learn differently and have vary needs. M’s use of different scaffolds to ensure access the same curriculum * Formative assessment was evident both in M’s questioning and in the tools deployed to support this (whiteboards/talk partners/self-assessment/cold calling). |

| **Opportunities for further development** | |
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| To observe the teaching and learning of Science in KS1, while begin to understand the progression of key vocabulary and skills across the Primary school age.  To become more familiar with the skills associated with ‘Working Scientifically’. This research will stand in good stead, as after Christmas, you will begin to explore opportunities for children to apply their understanding of scientific concepts to solve problems and investigate. | These ***may*** become targets in WDS but further opportunities can also be identified here, for example:   * 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. |