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| **Sections in yellow be completed by the trainee prior to the lesson observation** |
| **Name of trainee** |  Verity Goode | **School/setting name** | **A High School** |
| **Name of mentor** | **D. Teacher** | **Key satage** | **4** |
| **Name of link tutor** | **P. Smalley** | **Class** | **10y5** |
| **Programme/course** | **Secondary RE with QTS week 29** | **Number of learners in session** | **28** |
| **Professional practice phase** | **Introductory** | **Developmental** | **Consolidation** | **Date** | **x/y/z** |
| **What skill(s) are you practising and receiving feedback on during this observation? (based on the weekly curriculum and prior targets). How have you planned for this in your lesson?** |
| * Reviewing adaptive teaching techniques.
* Using appropriate intervention work with individuals / small groups
* Reframing questions to provide greater scaffolding or greater challenge

**I’ve planned to support some pupils (AB and CD) with some sentence starters for the exam question. I’ve thought about my questioning to extend GH and IJ’s thinking.,**  |
| **Sections in blue be completed by the mentor during the lesson observation** |
| **What makes this an effective RE lesson (in line with the curriculum this week)?** |
| **Verity was able to ensure that the learning objectives were met. All pupils left the lesson with a good understanding that Riba is haram and that this causes difficulties with modern western life for Muslims. She was able to plan that she would adapt her teaching to ensure this. She had prepared some sentence starter sheets which she gave to AB and CD. She had thought carefully about her questioning (following the work done on the ITaP) and skilfully used these to ensure success for some (eg AB and EF) and challenge and extend the thinking of GH and IJ (although this was still weak an d occasional).** |
| **What pertinent research has the trainee used to plan/deliver this lesson? (e.g. Ofsted Research Review, this week’s engaged reading text, Religion and Worldviews Handbook)** |
| **The Mitchell reading had clearly influenced the lesson as Verity (over a period of time) has developed a positive working environment. There was good use of some dialogic teaching techniques – she gave CD some lovely feedback on their first attempt at the exam question, and CD was able to improve it.** |
| **What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated?**  |
| **Verity was very knowledgeable about riba – and her knowledge of Islam is very good.****She was also aware of the requirements of the exam spec.****She could improve by selecting examples which are more relevant to the pupils – they would have understood a credit agreement for a phone, more than a loan for a car.** |
| **What are the areas of strength observed and what is the impact on learners?** |
| Well planned, good subject knowledge, great atmosphere. All pupils engaged and met the objectives. |
| **Sections in purple to be completed by trainee and mentor during observation feedback** |
| **Which skills need development?** | **How, where, or when could the trainee observe, practise, and/or receive feedback on these skills?** | **Who needs to organise this opportunity?****Trainee/Mentor/Link Tutor/Other expert colleague** |
| Probing questioning to extend understanding | Go and observe MM in science with this class. Talk to how she plans her questioning for higher attainers | VG to speak to MM |
| Choosing appropriate concrete examples to illustrate religious ideas. | For the lesson next week, let’s look carefully at your plan 2 days before. | DT and VG to meet after school |
| Understand in detail what is required for students to succeed in the KS4 | Shadow mark GCSE RE exam questions and bring them to a mentor meeting for moderation. | VG and DT |

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| **Observer (mentor)** | **Name** |