

EXEMPLAR

OBSERVATION OF OTHERS DOCUMENT

<b>NAME OF TRAINEE:</b>	Sian Forrester	<b>EXPERT COLLEAGUE OBSERVED:</b>	Karen Jameson
<b>DATE OF OBSERVATION:</b>	11/10/2020	<b>YEAR GROUP:</b>	5
<b>SUBJECT/LESSON CONTEXT:</b>	Science		
<b>Behaviour management – high expectations and managing behaviour</b>			
<b>To consider:</b> How is your expert colleague – motivating pupils? Ensuring they are a positive role model? Setting clear expectations that all children respond to? Creating a culture of trust and mutual respect? Using intentional language that promotes challenge and inspiration? Supporting independence and resilience?			
<b>APPROACH/STRATEGY USED</b>		<b>IMPACT</b>	
<ul style="list-style-type: none"> <li>- <b>SF had given the pupils a choice of which material to test during the previous lesson and had the resources available to them this lesson based on their choice.</b></li> <li>- <b>From the materials that were provided, it wasn't obvious which material would be the most effective at insulating.</b></li> <li>- <b>When modelling the investigation, SF paused frequently to ask why she was doing a certain thing, and asked the pupils to suggest reasons.</b></li> <li>- <b>Before the pupils were directed to their independent task, SF ask a number of pupils in turn to remind the class of the expectations during the investigation. As they talked her through the expectations, she wrote them on the whiteboard in note form using bullet points.</b></li> <li>- <b>At frequent points through the lesson, SF praised and thanked particular pupils who were engaged in their work and made it clear to the rest of the class exactly what the pupil was doing which deserved praise.</b></li> </ul>		<p>Pupils were engaged in their investigation and motivated to find the answer because they had an element of choice over the materials.</p> <p>Pupils were motivated to find out because they didn't know the answer prior to the investigation.</p> <p>This kept the pupils engaged through the modelling section and also (when I asked them why they were doing certain things in the independent work) they were able to explain why and relate it back to the demonstration.</p> <p>This ensured all the pupils were listening to the expectations just before going to their independent work (so they were fresh in their minds) as they knew they could be asked to share the next expectation with the class. When a couple of pupils were distracting the table behind them, SF referred to the bullet point list on the whiteboard to remind them of the expectations they had agreed to.</p> <p>Because this strategy was used when SF could see some pupils starting to be distracted, it meant that the majority of the pupils went back on track with their work. The pupils who didn't view this as a reminder were reminded individually with reference to the behaviour policy.</p>	
<b>How will you apply your leaning to your own practice and development? What are your next steps?</b>			
<b>Use of positive praise in a public way</b>			
I often have to speak to a number of pupils about their behaviour which takes time and prevents me from talking to others about their learning. By using this strategy, I could re-focus a large number of pupils at the same time rather than having to speak to them individually. I think I will also link it to the behaviour policy and move the pupil I am praising up the rocket at the same time.			
<b>Element of choice</b>			
In the majority of my lessons I am going to try and give the pupils an element of choice in their learning to give them more ownership and to engage and motivate them more. It can start off small with a choice of 'colouring pens or pencils' and then move on to 'choice of topic' when writing the NC reports in English.			