

FORMAL LESSON OBSERVATION DOCUMENT – 2020-2021

NAME OF TRAINEE:	Kate Reid			NAME OF OBSERVER(S)	Jane Gaddens
DATE OBSERVATION CARRIED OUT:	4/11/20	LESSON OBSERVATION NUMBER:	7/30	SUBJECT & TOPIC (e.g. Maths – comparing unitary fractions)	Maths: Partitioning 3-digit numbers

WHAT ARE THE EXPECTED LEARNING OUTCOMES FOR PUPILS

- To be able to read and write a 3-digit number
- To be able to recognise the place value of each digit in a 3-digit number
- To be able to partition and re-combine 3-digit numbers

CURRENT TRAINEE FOCUS (linked to SCITT curriculum targets)

1	Lesson planning informed by 'how pupils learn 1' To effectively identify, plan for, and address misconceptions relating to place value in 3-digit numbers during the input.
2	Secure subject knowledge to support effective teaching and learning To understand why pupils have misconceptions surrounding place value in 3-digit numbers and how to address the misconceptions.
3	Individual target choice To ensure high expectations are maintained, through clear instructions, when pupils are working in partners during inputs.

Behaviour management – High Expectations and Managing Behaviour

Notes:

- ✓ Use of positive praise for GF and HB working together and this reminded others in the class of the expectation.
- ✓ Reminded whole class of expectation before starting whiteboard work – also asked DS to remind the class.
- ✓ Visual reminder on whiteboard used to support those who struggle to remind each 'chunk' of the task.
- ✓ Privately reminded SD of the behaviour policy which helped her to focus again

Questions:

- When BD and KJ had found the answer quickly and then started distracting others, how could you have prevented this?
- What are your thoughts on the current pairings? Would you suggest any changes?

Pedagogy - How Pupils Learn, Classroom Practice and Adaptive Teaching

Notes:

- ✓ Used misconception identified from the previous lesson as a starting point to make sure all pupils understood (123 partitioned is not $1 + 2 + 3$)
- ✓ Arrow cards used effectively during the input to address the above misconception – would it help if some pupils had these to use on the tables?
- ✓ Although you had not planned to address the misconception (when you recombine, the digits can be swapped round), you applied your maths subject knowledge unpick the maths and explain effectively.
- ✓ Use of a non-planned mini-plenary to self-mark and identify further teaching points needed.

Questions:

- Although you had addressed the misconception (123 partitioned is not $1 + 2 + 3$) in the input, SW, BV and LL still made this mistake during independent work – what else could you do to support them?
- How could you stretch PT, NM, DK, LD, SA and CV further now that they have shown they are able to partition 3-digit numbers using standard and non-standard partitioning

Subject & curriculum

Notes:

- ✓ Misconceptions (common and one identified in previous lesson) highlighted on planning.
- ✓ Research used to plan how to address the misconceptions (Haylock).
- ✓ Used information from previous lesson to inform starting points for this lesson.
- ✓ Maths vocabulary modelled well and picked up on and corrected any mistakes made by the pupils.

Questions:

- Did all pupils have the secure fluency when re-combining using addition facts?

Could you have used any other visuals/manipulatives to support the partitioning of the numbers?

Assessment

Notes:

- ✓ Used assessment from previous lesson to inform starting points and to address misconception.
- ✓ Work marked accurately against school marking policy
- ✓ Opportunity provided to self-assess and address any common misunderstandings.

Questions:

How do the pupils know what their next steps are?

Professional Behaviours

Notes:

- ✓ Tackling Misconceptions in Primary Maths (Mackle) had been used to plan to address misconceptions and some images used within the lesson.
- ✓ When reminded about public praise, KR responded swiftly and it had the desired impact on the class.

Questions:

How could your TA be used more effectively during the input?

AREAS IDENTIFIED FOR DEVELOPMENT

- Ensuring pupils are challenged in the learning, without providing more of the same for them to complete
- Effective deployment of TA

SIGNATURE OF TRAINEE:	<i>K. Reid</i>	DATE:	4.11.20
SIGNATURE OF OBSERVER(S):	<i>Jane Gadden</i>	DATE:	