

Observation Feedback Report

Sport and Exercise Level 3

Topic: Freestyle Ultimate Frisbee

The notes offered are not intended to represent what an observer might record in a lesson, which would depend on the policy and practice defined by the school. Instead they seek to explore the evidence of learning achieved in the video evidence and hence the inferred impact of the teaching. This can be used for comparison in staff discussion about the lessons.

Although Ofsted have stopped grading individual lessons, Mediamerge have retained grades to enable schools to identify the quality of filmed observations to use in training sessions. The suggested judgements cannot fully represent an inspection outcome as inspectors have access to year group attainment and progress data to triangulate with what they see in lessons.

Students' learning

- Following the warm up and revisiting simple catches the students take on the challenges of intermediate catches and appear to enjoy this
- They are beginning to assess their catches and record feedback for each other on the technical aspects of catching
- Students work hard to achieve their catches correctly and know when they are finding specific moves difficult. They apply good effort throughout the lesson
- When they have the opportunity to give each other feedback at the end of the lesson they do so with good focus and include helpful detail
- They make the progress expected of them by attempting the catches programmed for them and use the opportunity to practise their skills

Teaching

- Clear objectives and an open scoring / assessment system offers the students challenge for the lesson
- Accuracy and technique are emphasised from the outset and this is maintained
- The teacher encourages students frequently, recognising their successes
- Challenge is varied by changing the catching technique in focus, supported by clear video demonstrations
- Overall, six different catches are attempted offering variety and increasing difficulty
- Time in the lesson appears to be used well with regular changes of activity and focus
- The teacher uses the lesson summary to recap on objectives and give students feedback

Students appear to focus and apply themselves well and make satisfactory progress in building skills and confidence. A few students may have made good progress, but this would only be seen through detailed observation of individuals within the lesson.

On the basis of the video evidence the lesson would be likely to be judged as 'requiring improvement'. In a real observation it would be necessary to talk with students and look at their work to triangulate the final judgement.

There are a number of areas that could be explored with the teacher to see how the learning and progress might have been extended to be consistently good for all students:

These include:

- What would the advantages / disadvantages of shortening the throwing distance for these activities have been?
- What benefits might have been achieved from students setting up their own catches, (as in the video demonstrations), or practising movements without the Frisbee?
- How might the opportunities for students to observe and assess each other be extended in the lesson?
- Students have been introduced to and have attempted different catches – to what extent have they developed their skills in order to execute these correctly in future?
- Students recorded feedback on each other – to what extent did they benefit from and use this in order to improve their performance? How else could the same activity have been timed to allow this more?
- How aware are the students of their own progress and do they know precisely what they have to do to improve their performance further?
- How was the lesson linked back to the objectives of developing hand eye coordination and applying it across different sports?