

## Observation Feedback Report

### Impington Village College: Year 12 English Lesson

Topic: Edward Bond's 'Lear'

*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.*

#### Learning:

- Students appear to realise that exam questions can be broken down into key words / concepts and that this can help them address their requirements
- They are beginning to identify internal and external forces from their text, which is consolidated and extended through a practical group task, (Role on the wall)
- Their understanding is extended in the next stage of thinking when they have to select forces and further explore them in context
- Peer evaluation and discussion of the diagrams allows some opportunity for students to explore their ideas further. They appear to be able to do this in pairs but are reluctant to share ideas with the class as a whole
- Students work well together in small groups, comparing and exploring their ideas and collaborating to complete the tasks
- They can seek support from one another and develop ideas together
- They appear to be able to identify a good range of evidence
- They can identify dramatic devices and refer to evidence to support and clarify their ideas.
- They make clear contributions to a class evidence base and help one another clarify their thinking
- Students focus and concentrate well throughout the lesson, but remain largely passive unless they are responding to direct questions or are working together

**Teaching:**

- There is a clear learning purpose to the lesson
- The demands of the exam question are broken down into specific elements so that students can organise their responses
- Students are questioned regarding feedback from their peer assessment activity but this is not followed through when they do not respond so no shared or class benefit is derived
- The collection of ideas of dramatic devices opens up a good range of student ideas, knowledge and understanding

**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.

**Key questions** to explore with the teacher in order to evaluate the lesson fully and explore areas for further impact could include:

- What differentiated outcomes are planned for the less / more able students in this lesson in relation to their target grades?
- What benefits are there is students sharing their work and evaluating it together?
- How could these benefits have been further extended to engage them more, e.g. following the peer assessment of each other's diagrams?
- Some students were very quiet and made no contribution to the class discussions. How do you assess their learning from a lesson like this?