

Observation Feedback Report

Lyons Hall Primary: Year 6 Maths Lesson (Lower Set) - Using pictograms to represent data

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

- Pupils engage well with the opening challenge activity – interpreting pictograms and their keys.
- They can explain their answers, their thinking and can see areas where they may make errors. They are used to thinking for themselves and collaborate well.
- Pupils are willing to explore different potential answers to questions and evaluate them, e.g. designing symbols and keys for their pictograms. Children are challenged by this and reason / think well.
- Pupils take responsibility for deciding their group roles efficiently for the main task and apply them successfully which aids their learning. They can organise themselves and resolve how to address their challenges together.
- Pupils make at least good progress with their reasoning and problem solving by applying themselves to open ended challenge. They explore their ideas and suggestions in response to relentless teacher questioning. They grasp the concepts of pictograms and the need for economy of symbols to make them simpler to read.
- Teams apply themselves well, working cooperatively and purposefully. They share tasks sensibly and considerately and support one another. They can challenge and question each other to extend their own learning.
- Pupils can evaluate each other's team work and learn from each others efforts.

Teaching

This good learning is created by the following teaching strategies:

- The teacher maintains challenge through consistent and continuous questioning, engaging pupils in problem solving and developing their independent thinking. As a result pupils develop confidence in their own responses.
- The use of open ended questions and talk partners leads to collaborative problem solving that is well supported by further questioning to groups.
- The teacher makes links to previous learning to show pupils the progress they are making (in explaining their answers and providing fuller answers than previously).
- The teaching assistant also supports and challenges pupils through well targeted questioning.
- When pupils struggle to answer a challenging question the teacher gives them time, sets high expectations and prompts them with further questioning to enable them to succeed and build confidence.
- Few, if any 'answers' are provided by the teacher. The level of challenge is maintained by questioning prompting teams to solve their own problems successfully.
- The teacher assesses the suitability of different keys by sharing ideas from each group.
- Teams are led to engage with the success criteria and take responsibility for planning their own solutions. The teacher ensures that all groups are on task, occupied well and making progress.

From the evidence on the DVD pupils make securely good progress with their reasoning and understanding about pictograms. They gain confidence in themselves, work very consistently and successfully together

On the basis of the video evidence the lesson would be likely to be judged as 'good'. In a real observation it would be necessary to talk with students and look at their work to triangulate the final judgement. This may well lead to the lesson being judged outstanding.