

Observation Feedback Report

St Ivo School: Year 8 Science

Topic: Atoms and elements

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 settle quickly and can apply their prior knowledge to a starter activity well, sharing their ideas and giving opinions about each others' solutions.
- They respond well to instructions, e.g. recording, working with a talk partner, and offer a good range of ideas to the class, e.g. elements they have heard of. They think well in response to the challenges offered to them.
- Some pupils are willing to offer challenge and raise questions, e.g. a girl explores what pure elements are made of, and a boy asks about silver and gold as elements
- They are beginning to offer simple explanations, e.g. reasons for the different behaviours of elements and compounds
- Although lively at times and sometimes off task for short periods the pupils can explore ideas together to check and extend their thinking / understanding
- They are beginning to apply a clear set of rules to scientific evidence
- Through their responses to consistent questioning and applying their knowledge pupils appear to make good progress in applying criteria to differentiate solids, liquids and gases and elements, compounds and mixtures.

Teaching

These learning strengths are created by the following teaching strategies used in the lesson:

- An effective starter activity requires pupils to apply their prior knowledge quickly and critically

- A clear learning objective and success criteria set the expectations of learning for the lesson
- The use of a mind map enables pupils to start making connections in their knowledge and understanding which they are to extend in subsequent lessons
- Pace is maintained well, with the expectation that pupils will keep up or catch up
- The teacher uses the prior knowledge of the pupils to make meaningful links in their learning and explains the rationale / benefit of this clearly, taking appropriate time to gather and explore their understanding
- During the demonstration of the effects of heat on materials the teacher uses the pupils' responses to question them further and reflect on possibilities rather than providing answers for them
- When supporting individuals and groups the teacher uses questioning consistently and effectively to extend pupils' understanding and application of their knowledge
- The task outcomes are efficiently reviewed and explained to consolidate understanding. The use of different types of examples challenges pupils' thinking and reasoning

On the basis of the evidence above the lesson is securely good. The gains made by some pupils in their understanding might be outstanding, but one would need to be able to talk with the pupils to establish this.

In a real observation it would be necessary to talk with students and look at their work to triangulate the final judgement.

Potential questions to raise with the teacher to explore the learning further might include:

This lively lesson engaged the pupils well with each other and in response to your effective questioning. **How do you ensure that all pupils are making secure progress in their understanding?**

Supplementary areas of questioning to explore this might include:

- How do you target your questions through the lesson to engage reluctant or hesitant pupils?
- Which pupils find the subject most challenging?
- What opportunities would a plenary session exploring the success criteria offer?

As a group the class is animated and has some lively characters in it. **How well do they listen and respond across different lessons?**

Supplementary areas of questioning to explore this might include:

- Which pupils find it more difficult to listen in whole class sessions?
- What strategies work best with them?
- What further improvements might they achieve in their focus / listening and response skills?