

Observation Feedback Report

Irchester Community Primary School: Year 1 Science

Topic: Materials

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

- Children are quick to think and talk about the differences between two materials and come up with different ideas.
- They can identify a Venn diagram and how to use one practically.
- From their class conversation they appear used to working together successfully. Individual comments demonstrate a confidence in describing materials by some of the children that we hear.
- They work well in groups, raising and sharing ideas and sorting together. They are willing to share ideas with the class and explain their thinking.
- Practical ideas are developed further as children find materials in the classroom that fit their criteria.
- They are confident talking about their ideas and choices.

Teaching

- Expectations are high from the beginning of the lesson as the children sing together and are challenged to read the WALT.
- Practical sorting activities engage the children well.
- The activities raise interesting issues about what 'hard' and 'soft' actually mean which the teacher handles well in group and class discussions without confusing the children.

Summary

- In this session the children show that they can talk about materials, choose criteria and sort them into groups accordingly. They know about and can apply Venn diagrams to demonstrate their sorting and justify their selections. They appear confident to explain their thinking.
- They are beginning to explain the similarities and differences between materials and realise that even 'simple' ideas may be more complex than they appear at first. They have a lively sense of enquiry to explore this.
- As a result of high levels of interest and good engagement they appear to enjoy the session and learn well from it.

On the basis of the video evidence **the learning, and hence the lesson appears to be securely good.**

If one was to explore the next steps further with the teacher in conversation one might ask:

- Building on the children's currently strong use of language and sorting, how far can you take the learning in these areas in this sequence of lessons on materials?
- Are there any individuals who are not so confident in talking about science? How will you support them?
- How might you assess their learning across the sequence of lessons?