

Observation Feedback Report

Smith's Wood Community Primary School: Year 2 Literacy

Topic: Reported speech

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

- From the beginning of the lesson pupils are engaged fully in a challenge activity on punctuation, demonstrating a high level of attainment for their age.
- Class routines are fun for pupils and clearly help them identify, remember and use different punctuation effectively.
- The pupils' response to the dramatic appearance of the pirate shows their excitement and enjoyment and this starts to transfer into their writing.
- Shared examples of speech sentences indicate that pupils are challenging themselves to use good expression and punctuation.
- The verbal, talk partner response from turning speech sentences into reported speech keep all pupils effectively engaged and allows them to support each other enthusiastically.
- Pupils appear to have a wide descriptive vocabulary and are enthusiastic about using it.
- They strive to apply complex ideas in their writing and appear to be successful.

Teaching

- The unexpected and exciting stimulus of a 'pirate invasion' and dramatic involvement of the teacher and teaching assistant sets the scene for a lively lesson!
- Different literacy tasks flow quickly from this experience so that no excitement is lost.
- Teacher and teaching assistant questioning and prompting extend pupils thinking, speaking and writing continuously.
- An effective mini plenary shares and explores writing examples well.

- This sets the context meaningfully for understanding reported speech linked to the purpose of informing the police about the event. This makes good sense to pupils.
- Frequent challenge extends the pupils' already good ideas, e.g. how can we turn the adjective 'malicious' into an expanded noun phrase?
- The method of doing this engages almost all pupils, maintains pace and excitement and produces an excellent response.
- Modelling the sentence on the board enables all pupils to see the connection between direct and reported speech clearly.
- Different tasks and well prepared materials maintain focus and purpose to the lesson.
- No opportunity is lost to emphasise good vocabulary or encourage the pupils to think widely about their expression in writing.
- The word 'said' is simply not allowed in the class and is humorously applied as a rule in ways that the pupils understand and accept as positive challenge. This has real impact.
- The critique and editing of provided sentences completes a full range of opportunity for the pupils to build adventurous sentences in carefully differentiated tasks.
- Technical terms are used consistently by the teacher, assistant and pupils themselves.

Summary

- Although this is a high ability set group the pupils are constantly challenged in this very high stimulus lesson.
- The arrival of the pirate gives purpose and meaning and pupils respond with exemplary learning behaviour.
- Complex ideas for this age group are effectively taught and appear to lead to good understanding and successful writing.
- In the teacher feedback we learn that this is the pupils' first experience of reported speech.
- The pupils understand and apply their knowledge of grammar and punctuation very well, taking it as an enjoyable challenge.
- The lesson forms part of a sequence which is clearly widening and deepening pupils' writing skills with sophisticated outcomes.

On this basis the lesson is very likely to be judged outstanding. Pupils are not only attaining at a very high level but they are continuing to make rapid progress in their learning. Challenge is expected and welcomed, generating excitement and satisfaction for them.