Observation Feedback Report

Elson Infant School: Year 1 Maths

Topic: 3D Shapes

About the school

Elson Infant school is a 3 form entry infant school in the urban area of Gosport, Hampshire with 9 classes and 270 pupils. The buildings are quite modern in design, with the main corridor on a long curve which allows each class access to outdoor areas and the field. There are fixed glass divides between classrooms and small open plan work areas leading onto the long corridor. The school shares a leafy site with a pre-school Children's Centre and the Junior School. It is part of a two school Federation with an Executive Head and Heads of School. The School came out of Special Measures recently, in under two years, and is securely good with some outstanding teaching and leadership. Pupil numbers have remained high with pupils entering the school broadly in line with that expected of their age group, the community supports the school well.

Class context: Taught by Amy for over half the week and well supported by her LSA. to give continuity. An outstanding teacher, Amy has instant excellent rapport with all the class, routines are very good and expectations high. The children and families can select their uniform – red or green tops – pupils respond to the ethos and values of the school and have developed secure learning behaviours and routines. The class is well organised and learning is focussed and fun.

Observation feedback

The observations below are collated directly from the video evidence only. They do not replicate what an observer might record during an observation but seek to explore and evaluate the learning and the factors contributing to it.

Teaching

- Children are challenged, moving from 2D to 3D shapes and having to describe them to a friend. Questioning enables them to revisit their existing knowledge effectively.
- A wide range of knowledge is revisited and reinforced in around 10 minutes effectively.
- The task set is demanding, prompting children to ask questions about shapes they cannot see in order to identify them. The modelling of the task engages children well and demonstrates the challenge clearly.
- The working wall has a rich resource around 2D shape, properties and vocabulary.

- The teacher prompts children well, both in whole class and paired contexts, requiring them to think and respond accurately and with appropriate terminology. Opportunities for learning are maximised in dialogue with children by both the teacher and support assistant with well phrased questions.
- Further challenge is given at the end of the lesson with the introduction of a hexagonal prism. Recognition of this linked to the children's current experiences of triangular prisms and cylinders.
- The plenary revisits the success criteria efficiently and provides relevant assessment information.
- The final assessment note fed back to the children reminds them that that they can strengthen their use of the term 'vertices' rather than 'points'. The teacher knew that this was a misconception from yesterday and sought to strengthen this.

Exploring the children's learning

- A lively introduction shows that pupils can count in 2s, 5s and 10s. They seem used to doing this and are confident.
- Children understand what describing a shape means and seem familiar with some of the mathematical language of shape, e.g. edges, faces, vertices. They know the names of some 3D shapes, e.g. cone, sphere, cylinder, cube, cuboid.
- They are beginning to see similarities and differences between 3D shapes, including cube and cuboid, engaging well in conversation, question and answer.
- When framing questions some children use the practical and pictorial resources well to eliminate shapes that do not meet the answers provided. This still appears to stretch children's knowledge and understanding successfully.
- Children appear to be working well independently and there is a gently and purposeful hum of conversation.
- In the plenary the children appear used to explaining their self-assessed responses and can give reasons for them

Overall the pupils seen in the video are working above their age related expectations. They cope confidently with the challenges of tasks and work hard and often successfully to use terminology accurately. The teacher's summary provides an accurate assessment of what we can see in the video. Progress is at least good, consolidating and extending knowledge of shape properties.

Exploring the practice observed

The purpose of observation is to open a dialogue about learning in the lesson, across the sequence of lessons and how it can be further developed to maximise progress.

To this end a number of questions could be followed up from this lesson observation to explore learning and to inform next steps.

- The children are developing their knowledge of 3D shape very well. How will you take this further?
- What practical ways can you think of to get children to apply or explore their current knowledge further?
- What planning strategies can be used with learning ladybird and the successful spider seen in the lesson?
- Was the leader's use of the two working colours effective in giving feedback to children?
- What behaviour management strategies have you observed?

The dialogue created by such questions should inform further planning and the evaluation of progress at the end of the sequence of lessons.

