

Observation Feedback Report

Elson Infant School: Year 1 Literacy

Topic: The Enormous Turnip

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

- From the teacher introduction we know that this forms one lesson in a sequence based on the book, where the purpose is currently being able to make changes to a story.
- The carousel of activities provided target groups with particular skills development.
- The teacher has developed confidence in the movements and gestures presenting elements of the story which leads and encourages the beginnings of fluency in the children's retelling.

- The teacher feedback indicates children's good engagement and cross references this to the planned outcomes well.

Exploring the children's learning

- The children are interested in the real turnip and don't appear to be familiar with the vegetable.
- The adjectives they generate are quite well observed for their age.
- The children clearly enjoy retelling the story from the visual prompts they have previously generated, and adding actions to support this. They seem to retell the story with reasonable confidence.
- The group working with the teacher to make changes to the story, initially changing the vegetable, copy each other's use of 'fat' as a descriptor. They respond well to the teacher's prompts to make other changes.
- From what we see the children appear to settle to their group activities well.
- Those children writing appear to sustain their application despite ongoing oral work around them.
- The 'orange' writing group can retell their edited story to the class with the teacher modelling and supporting them.

Overall this is an engaging and positive lesson which builds children's confidence in editing and retelling a story. They clearly enjoy the work and their successes.

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.

- How far will you take the children in retelling this story and how independent might they become in being able to do this?
- How well are the less confident children participating and progressing? What else might you do to support their progress?
- How could the use of drama further enhance their engagement with the story?
- How effective was the teacher's use of her LSA?

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