

Observation Feedback Report

Elson Infant School: Year 2 Cool Time Independent Learning

Topic: Castles

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 Hayley and her LSA, who make an outstanding class team. The pupils respond well to their established learning routines, class organisation is excellent, expectations are high and the school has recently developed further values to support pupil's learning and behaviour through 4 Superheroes – a project lead by the Head of School. Hayley is considered an outstanding teacher and has a role in the Local Authority Year 2 Moderation team – her speciality is the teaching of mathematics and strategies for modelling and supporting positive pupil behaviour.

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

- Independent activities are programmed for each group based on a visit the previous week. Children do have some choice, e.g. what to write in their free writing book.
- A pictorial prompt serves as a reminder to children about each of the activities.
- Group independent work is structured through the use of a lead learner' with a specific role.
- Indoor and outdoor activities provide a wide range of opportunities.

Exploring the children's learning

- Children pay good attention to the explanation and task organisation set up.
- The teacher's focus group have a range of strategies to research castles and sound. Pupils use IT computing skills confidently to research online.
- The 'what do we already know' sheet indicates a range of previous exploration and sharing of ideas.
- Children focus well on tablet based maths activities.
- Others capture information from the internet and some work well together to record this.
- Children behave well and apply themselves to independent activities.
- Some children have clearly researched and recorded information about castles successfully.
- Background noise levels indicate that other children have chosen lively activities.

Whilst the children seem to engage well in the different activities it is hard to tell from video evidence how much they are actually learning. We see the 'research' group make good progress in capturing and recording information which we would expect to be reflected in other groups.

Exploring the practice observed

An observer in the lesson would need to:

- Track sample children to see what choices they made and what they achieved from them.
- Talk with children in different activities to see how challenged they were and how the task was leading to progress.
- Explore how this session is linked to others so that the full learning journey for the children can be understood and evaluated and to see what awareness the children have of this.

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 teacher's next steps.

- How many choices of different activities did children make?
- How do you monitor the learning achieved by different children in this type of session?
- What other children's learning skills did you observe?

- How does this inform next step planning and preparation?
- What effective strategies does the teacher use to manage behaviour?
- How do you evaluate the impact of so many different activities on children's learning?

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