

Observation Feedback Report

Smith's Wood Community Primary School: Year 1 Phonics

Topic: Ow and ou sound

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

- The initial warm up of nonsense words engages children well. They are used to working together on sounds and participate well, following established sequences and procedures.
- Children remain engaged in interactive activities with noisy enthusiasm.
- They move confidently between speaking, reading and writing at tables and whole class work on the floor.
- They take turns reading and share their texts collaboratively with good concentration. They appear to be able to read the text relatively easily, though are still practising pronouncing their sounds.

Teaching

- Teaching is expressive and lively to stimulate the children and they respond accordingly throughout the lesson!
- Class routines for phonics are firmly established leading to well drilled responses from children.
- The two sounds are taught systematically through repetition and action, and are compared and contrasted in words.
- The teaching assistant appears to be supporting one individual child most of the time.

Summary

- This lesson is a programmed activity that is effectively pre-planned for the teacher and delivered accordingly.
- The children respond positively throughout, with just half of the lesson visible in the edited video from what was going to be a one hour session.
- On this basis it is difficult to grade the progress achieved in the lesson. An observer would need to talk with children to establish what they knew of the target sounds at the beginning of the lesson to assess what they are learning. **On the basis of the evidence seen the lesson would be likely to be good, but additional evidence would be needed to validate this.**

To evaluate the learning further a conversation with the teacher might explore the following areas:

- *The children are well drilled at repetition of the sounds. To what extent is this the same as them learning the sounds? What was their initial knowledge of these sounds at the beginning of the lesson?*
- *The lesson and outcomes were not differentiated for the group. What is the range of knowledge of sounds and confidence in saying and reading them?*
- *How do you assess the confidence and knowledge of individual children in group sessions at quite high volume?*
- *What contribution to children's learning is intended by the teaching assistant in the lesson? To what extent was this achieved?*
- *At the beginning of the reflective feedback you said that 'the lesson went according to the plan' and was part of a five-day sequence. To what extent is the programme being delivered to the group and what flexibility is there to adapt it to meet the potentially varied needs of different children?*