

## Observation Feedback Report

Worfield Endowed CE Primary School: Year 3 Science

Topic: Investigating healthy bodies

### About the school

Worfield Endowed CE Primary School serves rural communities in the south west of Shropshire. The school is a one form entry Primary school of 220 pupils. It has a new EYFS unit with a morning group of Nursery pupils integrated with Reception class as an extension to a fairly new build block for classes in years one to three. Year four are in a temporary building 30 yards away, while classes for year five and six, together with the school hall and offices are accommodated in a grade 2 listed building of Shropshire sandstone. There are extensive grounds, flanked by a small river and a forest school facility. The school is securely good and part of a three school Federation. The Christian ethos has enabled the Executive Headteacher to build on existing good practice, develop high quality teaching and an invaluable team of Teaching Assistants to create excellent class teaching teams in all years.

**Class context:** Lindsey and her Teaching Assistant are an excellent classroom team – planning based on pupil needs and building on their prior work is a feature of the school. By this time the year 3 pupils have developed much independence and are confident to challenge the thinking and learning of each other. The planning for motivation and engagement, organisation, behaviour management expectations and a class teaching team working together are a feature of this quite complex Science, PE and Maths cross curriculum lesson.

### 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

- This is the initial session in a sequence of lessons where pupils collect data in order to analyse and compare results.
- The stages of the investigative process are specified for the pupils providing a framework for their planning. A series of guidance sheets and proformas set the context for the investigation.

- Teacher explanation specifies each exercise for pupils setting up highly prescribed activity recording and confirming the nature of the fair test.
- The teacher introduces a new set of data for pupils to process and present with some intention of comparison with their own data.

In the feedback the teacher evaluates the pupils' knowledge of fair testing and science terminology as good.

### Learning

- Pupils listen well to the initial exploration of the challenge and can raise relevant ideas.
- They have some awareness of warming up for and the effects of exercise.
- Children are very compliant in preparing for and completing one minute exercises and recording their results as instructed.
- They appear to know which elements of the activity they are changing, and those to keep the same in order to conduct a fair investigation.
- One boy gives a clear explanation and prediction of the impact of warm up, exercise and cool down on heart rate
- Pupils appear knowledgeable about different forms of data presentation.
- When asked about 'the whole point of the exercise' pupils struggle to articulate a clear purpose or link the science to maths outcomes as was intended in the planning, though they have elements of this.

Overall the pupils complete all activities as directed conscientiously and apply themselves well. It would be expected that the knowledge and data collected is assessed and evaluated further subsequent lessons.

### 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.

- In this session the teacher has pre-planned and had experiments ready for the students. Depending on the age of your group, how can pupils be more involved in the design of a fair test?
- Pupils moved from one activity to the next without resuming a resting heart rate. How would this have impacted on the data differently for different pupils depending on their precise sequence of activity?

- How will the mathematical understanding of data presentation and analysis be developed in the coming sequence of lessons? What do you expect different groups of children to achieve?
- Was good use made of the teaching assistant in the lesson observed? What other ways could she have been used to extend the learning opportunities for the children?
- Although this is the first session in a sequence of lessons, how would you evaluate pupil progress?

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