

## UWE Bristol Mentor/Tutor Lesson Observation Form

This form is designed to be used for mentor or tutor observation of UWE student teachers. Targeted observations are encouraged, where timely feedback is then discussed with the student to inform future development.

Please refer to the below in the qualitative feedback. The colour codes indicate the UWE Progress Matrix areas.

Potential target criteria:

- TS1: Set high expectations which inspire, motivate and challenge pupils / **BEHAVIOUR MANAGEMENT**
- TS2: Promote good progress and outcomes by pupils / **PEDAGOGY**
- TS3: Demonstrate good subject and curriculum knowledge / **CURRICULUM**
- TS4: Plan and teach well-structured lessons / **PEDAGOGY**
- TS5: Adapt teaching to respond to the strengths and needs of all pupils / **ADAPTATION**
- TS6: Make accurate and productive use of assessment / **ASSESSMENT**
- TS7: Manage behaviour effectively to ensure a good and safe learning environment / **BEHAVIOUR MANAGEMENT**
- TS8: Fulfil wider professional responsibilities / **PROFESSIONAL BEHAVIOURS**

### INTENT

<b>Student:</b> John Pinho	<b>Date:</b> 22/1/24
<b>Placement:</b> PGPA	<b>Group Profile:</b> 30 Year 6
<b>Has the student provided a detailed lesson plan prior to observed lesson?</b> Yes	
<p>Learning Objectives:  <span style="color: red;">Understand percentage and find equivalent fractions and percentages</span></p> <p>Primary focus of the Observation (based on student's SMART targets, or selected from target criteria above):  <span style="color: red;">Formative Assessment strategies</span></p> <p>Place in a Sequence of Lessons:  <span style="color: red;">1<sup>st</sup> lesson on percentages</span></p>	

### POST-OBSERVATION SUMMARY

<b>Agreed Strengths:</b>	<b>Agreed Areas for Further Focused Development:</b>
<p>Clear Modelling</p> <p>Well organised</p> <p>High expectations</p>	<p>Consider what the tricky parts of a lesson will be and plan to address them.</p>

<b>Signed Student Teacher:</b>	<b>Signed Mentor:</b> L Edmunds
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## Qualitative Mentor Feedback

Links to  
Targeted Criteria  
(TS or UWE PM)

The lesson was well organised. Books were out and resources were prepared.

4

You set your expectations for behaviour clearly. The children were a bit unsettled and when they did not show the expected behaviour you followed through with the consequence, which will help behaviour management in future lessons.

7b and 7d

You explained percentages clearly to them and gave them examples.

3A

In the lesson with Everest you showed them how to work out the percentages of trickier fractions such as  $\frac{1}{2}$  and  $\frac{1}{4}$  by changing them into hundredths.

When planning to teach Maths, it is always useful to consider what the children are going to find tricky and plan to show that in the whole class teaching.

2d

You had them using mini whiteboards so you could gauge their understanding in the lesson.

6b