

## 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> 10/5/24
<b>Placement:</b> Longwell Green Primary School	<b>Group Profile:</b> Computing

Has the student provided a detailed lesson plan prior to observed lesson? **Yes/No**

**Learning Objectives:**

- Using technology properly to group objects by a certain property:
  - Understanding how to use digital tools and software (e.g., educational apps, interactive websites) to manipulate and group objects based on specific properties.
  - Recognizing different properties of objects (e.g., colour, shape, size).
  - Using digital tools to sort and group objects based on a given property.
  - Examples of activities might include using interactive sorting games or apps where students drag and drop objects into groups based on properties like colour, shape, or size.
- Gathering and grouping information based on specific criteria (e.g., same colour):
- Understanding the concept of criteria (specific conditions or characteristics).
- Identifying and selecting relevant information based on the given criteria (e.g., objects of the same colour).
- Using digital tools to gather information and group objects accordingly.
- Examples of activities might include using interactive surveys or databases where students input data and sort information based on specific criteria (e.g., sorting shapes by colour in a digital drawing program).

**Primary focus of the Observation (based on student's SMART targets, or selected from target criteria above):**

1. **Preparation** – (use the packing suitcase analogy) Make sure you have thought about every section of the lesson and rehearsed in your head (e.g. While CS do this, GD will do/I need to show them..)
2. **Timings** – Don't spend too long on the carpet. Maybe print out your uni lesson plan and clock watch or detailed flipchart.

## POST-OBSERVATION SUMMARY

Agreed Strengths:	Agreed Areas for Further Focused Development:
<p><b>Marking (English)</b></p> <p>Good on spot marking during the lesson – this was able to happen due to CS being independent and working well.</p> <p>STS marked as well as editing during the lesson.</p> <p>Good use of pink to correct CEWs and words they should know.</p> <p>Good use of green and to make sure more green is visible to encourage them.</p> <p><b>Timings –</b> Children were working and using ipads by 1:25 – good timing</p> <p>Nice flow and snappy activities in the lesson which kept focus and engaging intro to the lesson.</p> <p><b>Preparation</b> Clear and well thought through learning objectives to ensure a smooth lesson</p> <p>Spent time with partner teacher to ensure they understood the learning.</p> <p>Detailed flipchart</p> <p>QR code a nice touch to lesson and promoted smooth access to learning.</p> <p>Clear steps modelled of how to access and complete the learning</p> <p>Stopped mid-way to ensure all knew that had to have at least 3 labels.</p>	<p>Finished too early which meant not all had a go. They were sat for assembly at 1:53.</p> <p>Focus on them all the time not just observation</p> <p>Remember dojos not just verbal</p> <p>If you stop, turn your back and chat to a teacher, you will lose them and the flow of the lesson.</p> <ol style="list-style-type: none"><li>1. Make sure all had a go or will have a go</li><li>2. Keep focused on them all lesson</li></ol>

Signed Student Teacher:

Signed Mentor: *Kathryn English*

**Qualitative Mentor Feedback**

Links to  
Targeted Criteria  
(TS or UWE PM)

**Preparation**

Clear and well thought through learning objectives to ensure a smooth lesson  
Spent time with partner teacher to ensure they understood the learning.  
Detailed flipchart

Video to start the lesson

Good labelling

All sat on the carpet and engaged

Grouping of animals' nice link to animal knowledge

Made sure they gave knowledge about birds

Loved the QR code – good use of technology and ease for access the website

Good demonstration and steps

Children knew what they were doing

Calm transition to tables with ipads

Adjusted to the disruption with ipads

Good support during the lesson

Praise given for nice work

Remember dojos is your secret weapon!

Well done for not talking until all were listening.

Stopped mid-way to ensure all knew that had to have at least 3 labels.

If you stop, turn your back and chat to a teacher, you will lose them and the flow of the lesson.

Sent Lennox for movement break on his own but he was not in a position to be able to do it

Need to check that everyone had a go or make a note of who didn't so that they are first next time.

I liked that you showed someone's ipad and what they have done. Another type of sorting shown by Stanley might have been nice for him/you to convert it onto his ipad.

Made sure all had STS stuck in book and had ticked – did you read their STS to them so they knew what they were ticking?

Lennox was being disruptive but you quietly gave him guidance and warning.

Dojos given at the end of the lesson.

Try to be ready with certificate so that you are focused on them and the powerpoint.

**Timings –**

Children were working and using ipads by 1:25 – good timing

Nice flow and snappy activities in the lesson which kept focus and engaging intro to the lesson.

Finished too early which meant not all had a go. They were sat for assembly at 1:53.

**Marking (English)**

Good on spot marking during the lesson – this was able to happen due to CS being independent and working well.

STS marked as well as editing during the lesson.

Good use of pink to correct CEWs and words they should know.

Good use of green and to make sure more green is visible to encourage them.