

## 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> 22/5/24
<b>Placement:</b> Longwell Green Primary School	<b>Group Profile:</b> Guided Reading (Active learning week)

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

#### Learning Objectives:

- **Answering Questions:**
  - Students should be able to answer questions about the story, which involves recalling details and making simple inferences.
- **Making Connections:**
  - Students should relate the story to their own experiences or other stories they know.

#### Comprehension:

- **Understanding Main Ideas:** Students should be able to tell what the story is about in a few simple sentences..
- **Recalling Events:** Students should remember key events in the story and sequence them correctly.

#### Communication:

- **Speaking and Listening:** Students should participate in discussions, listen to others, and share their thoughts clearly.
- **Collaboration:** Students should work together to find answers, promoting teamwork and cooperative learning.

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

1. Be aware of what everyone is doing – think of SEND and standing around.
2. More examples of how to play (video)

## POST-OBSERVATION SUMMARY

Agreed Strengths:	Agreed Areas for Further Focused Development:
<p>Great example to start</p> <p>Partnered well and thought of SEND and behaviours.</p> <p>Such a fun lesson and accessible for all (except reading)</p> <p>Your love and passion for reading shines through when you read with the children. They are focused and in the story with you.</p> <p>Nice praise given for thoughtful questions and answers</p> <p>Was aware of what everyone was doing on the carpet.</p> <p>Lesson was clear with an example</p> <p>Please see below for many more strengths!</p>	<ol style="list-style-type: none"><li>1. Give more incentives and praise during the lesson.</li><li>2. Adapt for SEND – pictures with heading? They read and find heading while partner reads questions?</li></ol>

Signed Student Teacher:	Signed Mentor: <i>Kathryn English</i>
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	Links to Targeted Criteria (TS or UWE PM)
<p>Nice clear and well thought through learning objectives – like the subheadings.</p> <p>Could more time be spent on story?</p> <p>Great start with everyone sat on the carpet.</p> <p>Nice start with prediction of picture</p> <p>Nice reading with expression to excite as they listen.</p> <p>Good questions about what they just listened</p> <p>Praise given to Arthur for noticing the exclamation mark.</p> <p>Then mentioned the question mark and [raised Arthur again.</p> <p>Well done for being clear with expectations when someone was making a loud noise during partner talk</p> <p>Comprehension style questions prepping them for the activity</p>	

'Just like Billy, we are going to be expert explorers!' Loved this as it got them excited and clear of what they are doing and the role they are playing. Also allows children with less confidence to act a part.

Absolutely loved the lesson!! Such a fun way to learn and keeps many engaged as moving around.

Partnered well.

You were aware on the carpet of what they were doing but were you aware when they were moving around? Was everyone learning?

You thought about logistics and them moving around so started them at different points – great!

Would be nice to give teamwork dojos which would link to your focus on communication in the learning objectives.

Good subject knowledge and clear flipchart for children and partner teacher.

Dojos given at the end for sitting ready for playtime.

Great buzz around the classroom.

Oscar did some great problem solving as he kept getting 'boat' then thought about question again and realised it said 'travelled on and not in'

Nice idea to get them to write the new vocabulary in their dictionary.