

Some suggestions for conducting Formative Observation/Analysis and Feedback

In order for the formal lesson observations and analysis to be effective it is helpful to consider the following, taking into account the **Trainee's Phase of training and individual needs**:

Preparation for the Observation/Analysis:

- discuss the focus for the observation/analysis;
- review the evaluation of the previous lesson and new lesson plan before the lesson;
- note any particular issues about the lesson/pupils;
- set aside the time to review the lesson afterwards.

During the Observation/Analysis

- concentrate on the agreed focus of the observation/analysis and emphasise the impact on pupil learning;
- be precise about strengths and areas for development, illustrated by specific examples;
- identify pertinent and perceptive questions for the trainee to consider, which focus on the pupils' responses to their teaching and how learning might be improved.

During the Feedback Session:

- use your pertinent and perceptive questions to make this a learning conversation;
- engage the trainee in a dialogue about which aspects of the learning went well and be able to support the trainee by looking at alternative approaches and strategies if necessary;
- focus the trainee on their own subject knowledge development; how confident did they feel in addressing and exploring pupils' questions and clarifying misconceptions?
- consider including work scrutiny as part of your discussion; looking at pupils' work can clarify how effective the lesson was in achieving its objectives;
- support the trainee in monitoring their progress towards meeting the Teachers' Standards and setting new and appropriate targets.

Some useful Guidance for Feedback Sessions:

- set a constructive atmosphere and start with your own positive comment;
- identify the strengths in pupil learning during the lesson 'what do you think went well' and 'why do you think that was successful'
- pick up on and develop the trainees' answers by challenging/re directing their comments to engage them in deeper evaluation and reflection,
- ask the trainee to identify any aspects of learning in the lesson that didn't go so well or could have been handled differently 'what would you change' and 'how';
- enable the trainee to consider other possible approaches and strategies;
- support the trainee in identifying targets arising for the next lesson working through the points from your analysis;
- summarise the main points and any that need following up and discussing at the weekly meeting, identify what support is available if needed;
- leave the trainee feeling positive and with a 'can do' attitude.

Some useful Guidance for Feedback Sessions: Give specific evidence where possible.

NB: It is important to channel the discussion by the use of your questioning so that the trainee's comments are focused.

<ul style="list-style-type: none"> Set a constructive atmosphere and start with your own positive comment. 	<p><i>I liked the way you structured the lesson demonstrating continuity and progression in learning. I picked up on some really good comments made by the pupils.</i></p>
<ul style="list-style-type: none"> Identify the strengths 'what do you think went well' and 'why do you think that was successful' 	<p><i>What were 3 successful things about the pupils' learning and how do you know?</i></p>
<ul style="list-style-type: none"> Pick up on and develop the trainee's answers by challenging/re directing their comments to engage them in more evaluation and reflection. 	<p><i>Were all pupils able to show their understanding of the learning objectives and how do you know? What made you do it that way? Tell me more about what was happening when ...? What did you want to see happening when ...? In the weekly meeting we discussed the use of ... how did this lesson support that development?</i></p>
<ul style="list-style-type: none"> Ask the trainee to identify any aspects of the learning during the lesson that didn't go so well or aspects that could have been handled differently. 	<p><i>Can you tell me anything that didn't go quite so well and the reason why? What might you do differently next time? What steps will you take to make sure that doesn't happen again?</i></p>
<ul style="list-style-type: none"> Enable the trainee to consider other possible approaches and strategies. 	<p><i>Did pupils have the opportunity to work together and solve problems? Did you get the response you needed by doing this? Did you notice pupil x working on his own? It might be helpful if you considered... Your questioning was very good – did the questions support higher order thinking skills? Can you explain how you used pupil level data?</i></p>
<ul style="list-style-type: none"> Use the Weekly Meeting and Target-setting record to support the trainee in identifying targets working through the key points from your analysis. Use the LJM TRACKER to identify the next steps the trainee needs to take to develop their practice. 	<p><i>I've noted these areas for further development let's think about the steps we need to take to address them. What I think we've discussed is ... let's make a note of that target on your Weekly meeting and Target-setting record. Let's look at the LJM TRACKER to identify how you could further develop your expertise in that standard. What subject knowledge issues did that lesson present? Do you know how you intend to address these?</i></p>
<ul style="list-style-type: none"> Summarise the main points and any that need following up and discussing at the weekly meeting, identify what support is available if needed. 	<p><i>At our weekly meeting let's focus on: S3a/S5a: Continue to stretch and challenge the more able through a wider variety of teaching approaches to individualise the learning. S2c/S6d: Planning needs to demonstrate appropriate opportunities during the lesson for recap/review of learning.</i></p>
<ul style="list-style-type: none"> Leave the trainee feeling positive and with a 'can do' attitude. 	<p><i>This was a good lesson. An enthusiastic group, obviously enjoying the learning. You were fully engaged in the teaching/learning process – your exposition (modelling and explanation) has really improved. You have a clear but unobtrusive presence in the class. However, make sure you distribute your time evenly amongst the groups.</i></p>