

	<b>OBSERVATION FORM</b>			
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<b>Participant's Full Name</b>	<b>Jenn Mahal</b>	<b>Subject</b>	<b>Science</b>	<b>Date</b>	<b>9/6/15</b>
<b>School</b>	<b>St Leonards Academy</b>			<b>Class</b>	<b>9L2</b>

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| <b>Teachers' Standards</b> | <ol style="list-style-type: none"> <li>1. Set high expectations which inspire, motivate and challenge pupils</li> <li>2. Promote good progress and outcomes by pupils</li> <li>3. Demonstrate good subject and curriculum knowledge</li> <li>4. Plan and teach well-structured lessons</li> <li>5. Adapt teaching to respond to the strengths and needs of all pupils</li> <li>6. Make accurate and productive use of assessment</li> <li>7. Manage behaviour effectively to ensure a good and safe learning environment</li> <li>8. Fulfil wider professional responsibilities</li> </ol> |
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<p>Observer's Focus (agreed in advance):</p> <p>Strengths in relation to Teachers' Standards</p> <p>Do it now: Recap of previous knowledge to consolidate and check learning. Use of visual representation and images.</p> <p>Use of video to engage (hook) pupils to the topic. Pupils had to complete missing words of a paragraph to ensure engagement during video.</p> <p>Calm and purposeful atmosphere with pupils on task during lesson – no need for BTA system. Pupils are able to work independently and an environment exists in which pupils feel safe to learn.</p> <p>Level of work is suitably pitched and enables pupils to work towards their target grades over time.</p> <p>Each pupil issued with a card at the start of the lesson. Pupils lined up in order of carbon chains which enabled them to link boiling points and uses to chain length. Visual/kinaesthetic way of showing complex scientific ideas. Questioning pupils during activities (AFL)</p> <p>Introduction to CAU – group sorting activity and note-taking. Comparison of different levelled work (modelling)</p> <p>Perfect way to model to pupils expectations and content of the work they are going to do.</p> <p>AFL – review task and ensure pupils have understood the key sections of a CAU.</p> <p>Applying learning to situation – pupils had to compile an equipment list for a new unrelated practical based on what they had learnt</p> <p>Targets for Development</p>	<p>Lesson Content:</p> <p>Crude Oil/Combustion</p> <p>To consider:</p> <p>Perhaps allow pupils to watch video through once before giving out sheet. Then allow pupils to watch it again and complete sheet/give out link for use with ipads</p> <p>Recap questions presented on the board. Could you have extension questions/more open questions to stretch and challenge pupils further?</p> <p>Modelling the task for pupils would have enabled them to commence the activity faster and ensure no time is lost at this point.</p>
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Observer Role: Head of Science                      Name and signature: Anne Lockstone                      Joint Observation?