

Developing Mentoring Skills1

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Background to the School and Context of Lesson

The DVD was filmed in a large urban primary school that has 447 children from ages 3 – 11. It has a catchment area that is predominantly Asian. Two thirds of the children are Muslim; the others are mainly Hindu and Sikh. Approximately half the children come to school speaking little or no English and the majority have English as a second language. Half the children speak Gujarati; other languages spoken are Punjabi, Urdu, Arabic, Bengali, Portuguese, Hindi, Danish and French.

Mukta is in her 3rd and final placement of her one year SCITT course. The lesson on the DVD was recorded with a mixed ability year 2 class of 28 children. The science lesson was following the QCA unit – Using Electricity and was the first in a series of 4 lessons.

Standards to be Observed

Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Lesson Plan

Subject/Date/Time Science 28/11/06 9.00am – 10.00pm	Class Yr 2
Long term aims (include NC and, where appropriate, NLS or NNS statements and references) Using Electricity – unit 2F	
Learning Objectives That everyday objects use electricity and that there is a difference between mains and battery powered electricity, understand the related dangers (Sc4, 1A) To use investigative skills to explore equipment, make and record observations (Sc1, 2F)	Success Criteria / Assessment opportunity I must be able to <ul style="list-style-type: none"> • identify some common appliances that use mains electricity, batteries and those that don't use either. • make observations and record what I have found out with help. I should be able to <ul style="list-style-type: none"> • identify appliances that use mains electricity, batteries and those that don't use either • make observations and record what I have found out. I could be able to <ul style="list-style-type: none"> • identify an extensive range of appliances that use mains electricity, batteries and those that don't use either. • make observations, record and explain what I have found out.
Resources Selection of toys/items that are /aren't electrical Store leaflets	
Links to ICT Interactive white board	Classroom organisation including use of additional adults TA to sit with less able on carpet – Zunaid and Hamzah and less able group when working at the table
Additional Objectives/Cross Curricular Links Literacy – speaking and listening (carpet time), recording findings PHSE – working as a group and understanding health and safety issues - safe use of electricity.	Key Words Electricity, socket, mains, battery, circuit on cards

Timing	Structure of lesson and details (including key teaching points)	Differentiation
9.00	Introduction Discuss prior knowledge about electricity. Show key words.	
9.10	Development /main teaching What is mains electricity? What sources of mains electricity can we see in the classroom? Discuss mains vs. battery and explain terminology Discuss dangers of electricity	Targeted differentiated questioning Less able first to make suggestion TA with named children
9.25	Independent work/group activity Class to look at and investigate resources on table to determine whether or not items use mains electricity, batteries or neither. Record by producing a mind map in book, showing the 3 different categories - (useful for assessment)	Mixed ability groups by success criteria TA with LA group
9.50	Plenary On carpet recap items that use mains electricity, batteries and neither. Look at the appliances and discuss what's its main functions are – hair dryer – heat	

Lesson Observation Report Form

Trainee: Mukta	Date: DVD Feedback	Subject: Science electricity
School:	Year Group: 2	TP Tutor:
Observer name:	Observer status : (eg TP tutor, ITT Manager)	
Number of Pupils: 28	Number of SEN: 3	Number of EAL: 28
		Other Adults: 1
	YES	PARTIALLY
		NO
	CONTEXT OF OBSERVATION	
Clearly focused objective(s)	x	
Effective planning		x
Subj. knowledge & understanding secure	x	
Class management effective	x	
Pupils on task	x	
Work matched to abilities	x	
Appropriate resources		x
Understanding checked & reinforced		x
Learning objectives achieved		x
	Standards to be observed	
	Q14 Have a secure knowledge and understanding of their subjects Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development. Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.	

COMMENTS ON QUALITY (indicating strengths, significant progress and areas for development against the Standards)

Standards Reference: Q14	<p>In planning objectives clear and realistic and related to NC. Good to see Sc1 objectives included.</p> <p>Within the lesson introduction and main teaching you used practical resources and beautifully prepared cards, with key words on, to support learning and take into account the EAL pupils in the class. You also asked talk partners to discuss what they knew about electricity. Your own subject knowledge was very secure to allow clear explanations with respect to ideas such as circuits. This is all good practice and establishes a good base for learning to take place. The independent work was well organised and managed, with pupils working in small groups and gaining 'hands on' experience of different electrical objects. Your role during this time asking pupils questions and actively supporting learning allowed you to make an effective intervention to help pupils learn and helped you refocus the whole class after a period of exploratory play. This showed good subject knowledge of pupils' needs in order to learn in KS1 and was effective use of yourself as a resource. Your role in this part of the lesson was very encouraging.</p> <p>Strengths in relation to subject knowledge include:</p> <ul style="list-style-type: none"> • Own subject knowledge of topic very secure; • Organisation of hands on practical work strong; • Your role in questioning/prompting pupils in independent work and allowing play before re focussing class very useful; • Recognition in planning of need to consider Sc1 as well as Sc4 objectives good;
Q27/28	<p>In the introduction and main teaching you were very keen to teach pupils. In doing this you dealt with many unfamiliar ideas and words, e.g. circuits, positive and negative terminals, power stations and pylons. Pupils' behaviour was good and they wanted to please you. However do you think a tighter focus on the learning objectives and relating your teaching directly to pupils' experiences with more emphasis on their responses may have led to greater learning? This approach would also have allowed you greater opportunities to assess where pupils were and modify your teaching more accurately.</p> <p>In independent work you asked open questions and listened to pupils assessments from this led to you refocusing pupils and your role in using assessment to inform teaching and learning in this part of the lesson was good.</p> <p>In the plenary you felt pupils were ready to move on to a new area of learning 'the function of the object' (as in your lesson plan). I am not sure pupils effectively engaged with this and feel a plenary that provided you with quality assessment for learning opportunities through you listening to and responding to pupils' talking about the independent work would be more beneficial to pupils.</p>

STRENGTHS Class management Personal subject knowledge to underpin teaching; Pedagogic subject knowledge in managing and organising practical hands on activities to develop science subject knowledge; Recognition in planning of need to consider Sc1 as well as Sc4 objectives	Standards Q31 Q14 Q22	TARGETS FOR FUTURE DEVELOPMENT Tighter focus in introduction/main teaching on key objective with clearly defined questions and teaching points to support pupils in achieving the objective; Ensuring that pupils have the opportunity to explore and discuss the concepts that you wish them to learn and that you use feedback from these discussions to inform your teaching both within the lesson and in subsequent lessons. This is assessment for learning.	Standards Q25c Q28
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LESSON OBSERVATION COMMENTARY NOTES

Trainee: **Observer:** **Date:**.....

Year 2 Science Electricity Lesson

Training DVD Example of feedback - To feed into further dialogue at the Weekly Review

Within introduction and main teaching you used practical resources and well prepared cards, with key words on, to support learning and take into account the EAL pupils in the class. You also asked talk partners to discuss what they knew about electricity. Your own subject knowledge was secure to allow clear explanations with respect to ideas such as circuits. Your behaviour management skills are also obviously well developed and the pupils' behaviour was good and they wanted to please you and give correct answers. This is all good practice and established a good base for learning to take place. Well done!

Introduction and main teaching

Questions for you to reflect on:

- Did you introduce the right amount of new subject knowledge in the main teaching (e.g. circuits, positive and negative terminals, power stations and pylons) for the pupils to take on board and engage with or was it overload for pupils?
- How much of your teaching related directly to the learning objectives?
- Do you think you created enough opportunities for discussion and made enough use of pupil responses to inform your teaching and promote learning? (Assessment for learning)

In the light of reflecting on these questions do you think that you would wish to change aspects of your teaching to promote better learning?

Independent /group work

The independent work was well organised and managed, with pupils working in small groups and gaining 'hands on' experience of different electrical objects. This shows a good understanding of the importance of including practical hands on experiences for children to learn effectively in science. Your role during this time asking pupils questions and actively supporting learning allowed you to help pupils learn and helped you refocus the whole class, after a period of exploratory play. This showed your subject knowledge extends to understanding pupils' learning needs to explore resources before being more tightly focused. This was effective use of yourself in promoting learning.

- Do you feel you gave pupils enough opportunities to talk about and reflect on this practical exploration for you to be able to assess their learning?
- How do you think the range of battery powered and mains operated appliances available for pupils to explore affected learning? How well did the strategy of using pictures from catalogues work, particularly for less able pupils?

Plenary

In the plenary you rapidly moved on from showing some pupils' work to a new area of learning 'the function of the object' e.g. hairdryer's function is to heat and blow air (as in your lesson plan).

- Did you feel that the pupils were engaging in discussion about what they had learnt from their activities?
- How far were you able to assess what pupils had learnt from this?
- How well do you think the plenary gave the children the opportunity to consolidate their learning before moving on to the next stage of learning?

As a result of this observation it is clear you have many strengths and the potential to plan and deliver very good lessons. In order to move further towards realising this potential I would ask you to reflect on the balance of time in your whole class teaching of teacher talk/instruction against the skill of listening to pupil responses to assess understanding and then building upon these responses to take learning forward.

Thank you for allowing me to observe this lesson.

Signed..... (Trainee)

Signed..... (Observer)

QTS Standards

1. Professional attributes

Relationships with children and young people

Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.
(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Communicating and working with others

Q4 Communicate effectively with children, young people, colleagues, parents and carers.

Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.

Q6 Have a commitment to collaboration and co-operative working.

Personal professional development

Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs

(b) Identify priorities for their early professional development in the context of induction.

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

Q9 Act upon advice and feedback and be open to coaching and mentoring.

2 Professional knowledge and understanding

Teaching and learning

Q10 have a knowledge and understanding of a range of teaching, learning and behaviour strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Assessment and monitoring

Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas they are trained to teach, including those relating to public examinations and qualifications.

Q12 Know a range of approaches to assessment, including the importance of formative assessment.

Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, monitor the progress of those they teach and to raise levels of attainment.

Subjects and Curriculum

Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Q15 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Literacy, numeracy and ICT

Q16 Have passed the professional skills tests in numeracy, literacy and information and communications technology (ICT).

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Health and well-being

Q21 (a) Be aware of the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

3 Professional skills

Planning

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

Teaching

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion.

(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives.

(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.

(d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Assessing, monitoring and giving feedback

Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.

(b) Assess the learning needs of those they teach in order to set challenging learning objectives.

Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Reviewing teaching and learning

Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning environment

Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out-of-school contexts.

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Team Working and Collaboration

Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Observing Science Subject Knowledge

Look for secure subject knowledge in science being demonstrated through the following characteristics

Planning of science

- Clear, *realistic*, science learning objective (Sc1 skill LO as well as Sc2, Sc3 or Sc4 linked LO?)
- Assessment opportunities/success criteria clearly stated
- Key teaching points in plan demonstrate secure understanding of the science covered and knowledge of common pupil errors/misconceptions
- ICT integrated and supporting progress towards learning objectives
- Links to literacy and numeracy

Teaching and management of science lessons

- Clarity of objectives shared with pupils (including Sc1 objectives);
- Use of **open**/closed/written /oral questions to promote learning
- Opportunities for pupils to share and develop ideas-- requiring pupils to explain in steps, stimulating discussion and encouraging predictions
- Focus on key scientific vocabulary
- Broadens pupil understanding by using new contexts
- Explicit teaching to develop pupils' Sc1 skills (planning, collecting evidence, recording, interpreting findings) with opportunities for pupils to have hands on experience of active science.
- Management of practical science- effective organisation of whole class, groups individuals; H&S risks assessed, resources managed well;
- Pupils challenged and achieving LOs
- Pupils' motivation and interest in science aroused

Monitoring and assessment of pupils

- Variety of formative assessment techniques used to inform teaching within lessons;
- Pupils making good progress in scientific skills and knowledge due to accurate assessment informing planning;
- Records kept demonstrating knowledge of pupils achievement against key learning objectives;
- Knowledge of pupil attainment against the level descriptors demonstrated.

Characteristics for Grading Trainees

Name of trainee

Grade	Subject Knowledge
1	<p>Very good trainees' knowledge and understanding of the subjects which they teach and of the broader educational context in which they work are at a very high level. They use and apply their subject knowledge accurately and perceptively to consolidate and extend pupils' learning. They are confident and imaginative in their use of ICT, applying it productively to support their teaching and pupils' learning.</p> <p>They have in-depth knowledge of the National Curriculum, National Strategies, and relevant guidance and statutory requirements and use them well to support planning, teaching and assessment.</p> <p>They set their current teaching within a wider framework of national trends and initiatives, to provide a context for its improvement.</p>
2	<p>They are confident and up-to-date in their subject knowledge and use of ICT, which reflect the needs and requirements of the age range for which they have been trained. They use and apply their subject knowledge effectively in the context of what pupils need and have developed the ability to explain and communicate the concepts and skills of the subject to a high standard. They have good knowledge and understanding of the National Curriculum, National Strategies, guidance and statutory requirements.</p>
3	<p>Trainees have sound knowledge and understanding in the subjects or areas of learning they are trained to teach and are proficient in their use of ICT. They are able to describe and communicate relevant concepts and skills to pupils. They know and understand, as appropriate, national curriculum and national strategy frameworks, guidance and statutory requirements and use them to support their planning.</p>

Grade	Planning
1	<p>Their planning is consistently of a very high standard; objectives, activities, resources and outcomes are all matched very well to the needs of the varying groups of pupils taught. A wide range of teaching strategies is used, with a good understanding of the particular contributions different strategies make to pupils' gains in knowledge, understanding and skills.</p>
2	<p>Good trainees set well thought out, clear and precise objectives for lessons and sequences of lessons, which pupils know and understand, and they match the learning resources and the learning activities carefully to intended outcomes. They plan for the varying needs of individuals and groups in the class. Work is matched well to the range of pupils' achievement, with recognition of the value of diversity and of the different contributions pupils can make. Good trainees know how to manage time effectively in lessons.</p>
3	<p>Trainees set clear objectives for their lessons, but not always with the appropriate, specific detail, and this means that the match of activities and resources to intended outcomes is not always fully worked out. They take accounts of the needs of different groups of pupils and are able to differentiate their teaching accordingly with guidance from an experienced teacher. They organise and manage time and resources to support their learning objectives.</p>

Grade	Teaching Strategies
1	Very good trainees employ effective classroom management strategies and techniques for the range of classes they teach, which ensure that there is always a highly purposeful working atmosphere in which the pupils learn at a substantial pace and enjoy what they do.
2	A range of teaching strategies is used and evaluated according to effectiveness and fitness for purpose.
3	Trainees are aware of the potential range of teaching strategies, but do not use them all with equal confidence in their teaching.

Grade	Pupil Achievement
1	They consistently enthuse and motivate pupils. Very good trainees have high and demanding expectations, based on thoughtful and thorough analysis of pupils' prior achievements. They are committed to raising achievement, and know how to accomplish this in ways appropriate to the pupils they are teaching.
2	Good trainees are committed to raising achievement. They have consistently high expectations of pupils and relate to them in a purposeful and positive way.
3	Trainees expect pupils to learn and aim to raise pupils achievement appropriately as a result of their teaching.

Grade	Evaluation of Teaching
1	Evaluation of their teaching is rigorous and accurate and focuses specifically on what pupils have achieved in lessons. It is used effectively to improve their teaching.
2	They think critically about the impact of their teaching on what all the pupils in the class learn.
3	They evaluate their teaching in order to improve it, but some may need the additional help of more experienced teachers to assess its impact on pupils' learning.

Grade	Assessment
1	They are adept and confident in using a range of assessment strategies, reflecting a clear understanding of the theory and practice of assessment. They are skilled at providing well-focused feedback and setting clear and precise targets for improvement. Their record keeping is detailed, containing accurate and useful assessments of individuals as well as analyses of the performance of groups or whole classes. They use assessment information effectively to inform planning and teaching.
2	Good trainees understand and use a range of formative and summative strategies at the appropriate time to assess pupils' achievements accurately and consistently and can recognise when pupils have made progress. They interpret and use the school's performance data to judge starting points and to target levels of attainment. They are methodical and systematic in recording and reporting pupils' achievements
3	Trainees use a range of assessment strategies and with the help of more experienced teachers, are able to identify pupils' individual needs. They are able to use the school's performance data to place the performance of the pupils they teach into context. They mark pupils' work constructively, provide helpful feedback, record, report achievement guided by schools practice.

Grade	Discipline
1	Very good trainees employ effective classroom management strategies and techniques for the range of classes they teach, which ensure that there is always a highly purposeful working atmosphere in which pupils learn at a substantial pace and enjoy what they do.
2	Good trainees establish good relationships with pupils and provide a positive climate for good behaviour and sustained work.
3	They establish a clear framework for classroom discipline, in line with the school's expectations. Relationships with pupils are sound, enabling pupils to learn effectively.

Grade	Corporate Life of the School
1	They play full part in the life of the school and establish very productive relationship with pupils, teachers and other adults. They take the initiative, think rigorously and pursue their professional development across the life of the school.
2	At the end of the placement they are recognised as having made a substantial and positive contribution to the corporate life and ethos of the school.
3	Trainees contribute usefully to the corporate life of the school and relate to pupils well, respecting their backgrounds and interests.

Acknowledgements

- Leicester and Leicestershire SCITT
Course manager, trainee and partnership school
- Partnership Development Schools Initiative
- Loughborough University Media Services