

## FORMAL FEEDBACK FORM

(Please use for formally observed lessons. This form can be bullet pointed)



Name of Observer		Joel		Role	Mentor
Date	09/12/2024			Class	Kindergarten 1 (aged 5 – 6) Phonics Class
What did the student teacher do to impact on pupils' learning? <u>Strengths</u>				What could the student teacher have done to improve the quality of teaching and learning for pupils? <u>Aspects for discussion</u>	
<p>A range of research-based practice of phonics and general language pronunciation teaching.</p> <ul style="list-style-type: none"> <li>- Clear and slow drilling of the different vowel sounds.</li> <li>- Clearly making your mouth position visible to students while teaching the sounds.</li> <li>- Immediate correction, when students getting mixed up between the sounds as you practice drilling words.</li> <li>- Some blending of the individual sounds along with students, for students to follow. For example, “/w/-/e/-/t/ - wet”</li> </ul> <p style="color: blue;">Perhaps you could do this even more for the words you are reading with everyone to consolidate the skill of blending? However, if students are already quite familiar with blending and reading three letter words, you don't always need to.</p> <ul style="list-style-type: none"> <li>- Clearly differentiating between letter names and sounds. “What's this?” and “What's the sound?” Students can follow this difference.</li> <li>- “Hello U.” – ‘greeting’ the letters like this, helps emphasize the fact that what you are saying is the name of that letter (as opposed to it's sound) – you are greeting it by it's name.</li> <li>- Naming words with the different sounds.</li> </ul> <p style="color: green;"><i>International Teaching Standard 3</i></p> <p>Even in the phonics class, opportunities taken for English language sentence practice.</p> <ul style="list-style-type: none"> <li>- “Can you make a sentence with ‘cut’”.</li> </ul> <p style="color: green;"><i>International Teaching Standard 1 and 2</i></p> <p>Lots of clear and effective directions to focus students. For example, “quiet for 5 seconds” worked very well to relax and focus everyone. When students were getting overexcited, continuing to say the sounds when it was time to stop, you were firm and clear with the fact that that was not the expectation. The same at other times when students were getting overexcited. This shows continuous progress in the ongoing target of “instructions” versus “polite requests”.</p>				<p>With regards to the teaching of phonics itself, we are in the process of researching and will then have a discussion on this topic next week, so we will discuss any areas that might have been related to this class then.</p> <p style="color: blue;"><i>Here were some more general points we discussed:</i></p> <p>Is allowing students to choose their pairs the best way? Sam considered this himself in his reflection before we met.</p> <p style="color: blue;">It is not necessarily incorrect practice to allow students to choose partners and work with their friends. After all, we are friends with people for a reason – because we get on and work well with them! Hence, so long as students are reminded that they need to focus on the task at hand this can work well.</p> <p style="color: blue;">At the same time, in other situations it can be beneficial for students to work with new partners to get used to working with a diverse range of others.</p> <p style="color: blue;">There are a range of ways in which you can do pairings, and any groupings and it is important to reflect on what will work well in the specific situation.</p> <p style="color: blue;">In the case of the class here, we noted that for many students, the pairings worked fine. There were only certain students, for example, Liam, for whom perhaps pairings could have been chosen carefully. Rather than being paired with a “strong” student, perhaps he could have been paired with another student of similar level, so that they could stretch and push each other.</p> <p style="color: blue;">Continue to consider groupings carefully. It may be that for certain individuals students, the groupings need to be chosen more carefully, and for others it can be more relaxed.</p>	

*International Teaching Standard 7*

The time on the carpet had a much more suitable length today. Not too long and engaging to the point. Students were well focused throughout and took what they needed from it. Then smooth transition into the pair work on the tables. (Students are already very familiar with the routine for the pair work on the tables.)

This shows continuous progress in our target from the SPR2 class of management of carpet time.

*International Teaching Standard 4, 5*

There was also an effective use of classroom space. Tables were adequately positioned relative to you and the board. The board was used effectively to check in with everyone during the table work, This shows continuous progress on another of our targets from the SPR2 class, of management of classroom space.

*International Teaching Standard 4, 5*

*We can also include standard 6 here as the table activity was a form of assessment.*

Lots of clear emphasis on correcting errors or on any points that came up during the table work. For example, "Skylar" writing "siks" instead of "six" – "ks", instead of "x". In these cases and throughout the class, you clearly focused on the thinking and cognitive skills being used as opposed to the "correct answer", hence helping promote growth mindset.

*International Teaching Standard 2, 5*

What were the exact objectives in this class? Did students know what they were?

There was a lot going on here. First, the alphabet, then the vowel sounds, then blending to read words, then writing words.

Although it was the vowel sounds that may have caused difficulty, students perhaps also needed to focus on consonant sounds at times also.

Reflecting on it, Sam noted that essentially the objectives had been identifying the correct vowel sound when spelling a word.

Continue to build a routine of identifying an exact teaching objective and focus and clearly communicating it to students, as per the target from the SPR1 observation.

Could the reading words game on the mat be run differently so as not to encourage so much shouting out?

There was nothing inherently "wrong" here. Students were all engaged and motivated by the game. You effectively settled and focused them to listen to one student whom you picked.

However, by asking all students to read the word as quickly as possible, perhaps it did encourage lots of all students talking together and lots of noise and shouting.

Perhaps you could try alternative ways of managing this.

For example, only two students up from each team to say the words. Other students might still be motivated and focused by the game nature. They also need to practice the skill of self-control, not to call out, incorporating further skills practice.

Alternatively, students must use a very quiet voice, or even whisper to stay the word. You could use your hands to gesture the maximum allowed volume.

Error correction.

- When you were asking for words with the /u/ sound, Ian kept saying "under the".

Perhaps you could use this short opportunity to highlight that "under the" is in fact two words.

How have the student teacher's focused targets (Please see lesson plan) for this lesson been addressed?	Areas of practice to be discussed in the next mentor meeting to inform weekly targets.		
<p>As mentioned above, lots of progress here on ongoing and previous targets.</p> <ul style="list-style-type: none"> <li>- Effective use of classroom space.</li> <li>- Management of carpet time. <ul style="list-style-type: none"> <li>- Clear and firm instructions.</li> </ul> </li> </ul>	<p>During the post-lesson discussion, we also went back over and discussed all of ongoing targets.</p> <p>We noted that in general, we are continuing to make progress, and work and focus on all has become second nature.</p> <p>As mentioned above, grouping is perhaps something ongoing to think about.</p> <p>However, two targets we set were as follows:</p> <p>(1) Research phonics teaching. In the next meeting on 20/12/2024, we will focus on a discussion on phonics teaching, which we can then apply back to this class if necessary.</p> <p>(2) <i>Continuing to focus on setting clear objectives and communicating to students.</i></p> <p>In the next observation, have a minimum of one SMART objective, that is communicated to students at the beginning of the class.</p>		
Further Support required?	No	TSP	AoC

	<b>Teacher Standard</b>	<b>Expectations</b>
<b>TS1</b>	<b>Set high expectations which inspire, motivate and challenge pupils</b>	<ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>
<b>TS2</b>	<b>2. Promote good progress and outcomes by pupils</b>	<ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>
<b>TS3</b>	<b>3. Demonstrate good subject and curriculum knowledge</b>	<ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>
<b>TS4</b>	<b>4. Plan and teach well structured lessons</b>	<ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and</li> </ul>

		<p>extend the knowledge and understanding pupils have acquired</p> <ul style="list-style-type: none"> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>
<b>TS5</b>	<b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>	<ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>
<b>TS6</b>	<b>Make accurate and productive use of assessment</b>	<ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>
<b>TS7</b>	<b>Manage behaviour effectively to ensure a good and safe learning environment</b>	<ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> </ul>

		<ul style="list-style-type: none"> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
<b>TS8</b>	<b>8. Fulfil wider professional responsibilities</b>	<ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>
<b>Part 2</b>	<b>Part 2: A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career</b>	<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <ul style="list-style-type: none"> <li>• Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> <li>• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li> <li>• showing tolerance of and respect for the rights of others</li> <li>• not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</li> <li>• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li> </ul> </li> <li>• Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</li> <li>• Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</li> </ul>