

## FORMAL FEEDBACK FORM

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



Name of Observer		Joel Pope		Role	Mentor
Date	26/11/2024	Class	Kindergarten 1 (age 5-6) PE 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>Clear modelling of warm up activities (where students were standing in the two lines to do jumping jacks and other exercises). Clear language, supported by you doing the exercise also.</p> <p>- <b>International Teaching Standard 4</b></p> <p>Effective set up of where you are standing, and students are during warm up activities. Ensures all students can see you and have space. Appropriate use of space and groupings for activities continued throughout. For example, during the passing activity, students were close enough together to ensure it felt like an activity everyone should be focusing on. The number of teams and team size was appropriate for the dribbling, to ensure students were not waiting too long, but also not so many were doing it at the same time to make it difficult to observe and manage.</p> <p>- <b>International Teaching Standard 4 and 7</b></p> <p>Clear modelling of passing activity with Ian, and of dribbling activity yourself.</p> <p>- <b>International Teaching Standard 4</b></p> <p>Opportunities taken to allow students to support you in the transitions and modelling of activities. For example, eliciting how to do activities from students and students helping with transitions. Continue to reflect on different ways of doing this.</p> <p><b>International Teaching Standard 1, 2, 4, 7</b></p> <p>Lots of exposure to clear and scaffolded English language. For example, the three steps of the passing and the body parts during the warmup. Not only is this easy for students to understand, but being comprehensible, students can also continue to develop their English from it – new vocabulary, and how to describe steps of a process. For example, they were already telling you the steps for the passing, which they have learned from the previous class.</p> <p>As we discussed in the post lesson discussion, you can continue to reflect on how you can take this further. For example, you could drill some language during different activities. You could make the</p>			<p style="text-align: center;"><i>[Suggested prompt questions – Please delete if not required.]</i></p> <p>How could you communicate with your co-teachers about further ways to support?</p> <p>- <i>In the post-lesson discussion, we discussed some ways.</i></p> <ul style="list-style-type: none"> <li>● <i>Discuss with co-teachers how they can also give feedback to students and support them during the activities. Ensure co-teachers know the skills to be practiced and focused on and what to be observing in students so they can effectively help.</i></li> <li style="margin-top: 10px;"><i>For example, when you are leading the warm up, co-teachers can support students who may need help to do the activities accurately. They can also support in giving feedback and support during the later activities.</i></li> <li>● <i>If a student needs a teacher to work with them, for example, Oliver in the passing, perhaps allow a co-teacher to do it. This keeps you available to move around, monitor and give feedback effectively.</i></li> <li>● <i>Co-teachers can support with students who are disengaged.</i></li> </ul> <p>Are there times when you do need to make sure instructions are being followed? (The concept of instructions versus polite requests.)</p> <p>- <i>We discussed that perhaps there were sometimes in this class where it needed to be ensured instructions were being followed before moving on.</i></p> <p><i>For example, standing arm width apart. Not everyone followed through with this.</i></p> <p><i>We will set as a teaching target remembering that when something is a clear instruction, stopping and making sure it has been done and understood before moving on.</i></p>		

<p>language in describing proposes more sophisticated. For example, “First, you.....”, “Second, you ...”</p> <ul style="list-style-type: none"> <li>- <b>International Teaching Standard 2 and 3</b></li> </ul> <p>Relaxed and supportive environment. Students not pressured and allowed to join on their own terms. Strong atmosphere created of students supporting each other.</p> <ul style="list-style-type: none"> <li>- <b>International Teaching Standard 5</b></li> </ul> <p>Students are clearly making progress in their understanding of the sport and their skills, over this class, and the longer period of time since you began practicing football.</p> <ul style="list-style-type: none"> <li>- <b>International Teaching Standard 2</b></li> </ul>	<p>Could you give more feedback to students during activities.</p> <ul style="list-style-type: none"> <li>- Feedback can happen in the moment, but also later on in a follow up discussion.</li> </ul> <p>Here we were talking about that in the moment.</p> <p>Ensuring you are constantly giving feedback to students during activities, for example, “Liam, you passed the ball more softly and it went straight to Icy that time. Well done for the focus and hard work.”, “Everyone, remember to always look before you pass.” and regularly doing so in a strong voice can serve two purposes. First, that of the feedback students are getting itself. Second, helping to maintain focus and engagement, by constantly reminding students we are in the middle of focusing on a task.</p>
<p>How have the student teacher's focused targets (Please see lesson plan) for this lesson been addressed?</p>	<p>Areas of practice to be discussed in the next mentor meeting to inform weekly targets.</p>
<p>Teaching Target 1:</p> <ul style="list-style-type: none"> <li>- Developing my own subject knowledge of the sport of football and how to teach this in a PE context. In turn, developing student’s subject knowledge here.</li> </ul> <p>Progress is being shown here. All activities in the class, were very relevant and effective in developing football skills. They were well modelled. They were an appropriate level – not too hard and not too quiet. Overall then, this teaching target has been met.</p> <p>With regards to taking this further, we discussed that circle times in the classroom could also be used to discuss the sport of football in more depth. For example, the culture behind it. The eventual goal of how a full game of football would work. Why we need to learn each of the skills with a reference to their effectiveness in the game.</p> <p>Teaching Target 2</p> <ul style="list-style-type: none"> <li>- Student engagement</li> </ul> <p>Students generally all very focused throughout this class, quickly settled and resettled down to activities, coped with transitions and showed focus. Even students who had initially been wanting to sit down at the side, eventually joined – from being interested in the activities and the class – not simply</p>	<p>Target 1 – Using other opportunities to enhance student knowledge of football and your own skills in teaching it or related sports.</p> <p>“By December 31<sup>st</sup>, use at least one circle time class to discuss ideas of football in more depth. Chose at least one of, ‘discussing the culture behind football’ and ‘discussing the theory behind playing football’ – for example why we need to pass, why we need to dribble. Either have this as an observation or write a reflection on this.”</p> <p>Target 2 – Ensuring all instructions are being followed.</p> <p>“During the following three observations, wait for all students to be following instructions before moving on each time instructions are given.”</p> <p>Target 3 – Giving feedback.</p> <p>“During the following three observations, each time students are working on a task, ensure at least one sentence of clear and comprehensible feedback is given</p>

from being told to by the teacher. Overall again, the teaching target has been met.  
With regards to the students who may have chose not to participate – for example, Flora - due to following others, perhaps try discussing this area with them. For example, you need to focus on yourself, and it doesn't matter what others are doing. Skylar has something wrong, which is why she needs to sit out for some time. You are fine. This is still a class and it is time to focus.

to each individual student throughout the time period of the task.”

Further Support required?	No	TSP	AoC
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	<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>