# Learning through observation: Observing the specialist English/Communication, Language and Literacy Practitioner

Use the following prompts to help you focus on aspects of good practice in the teaching of English/literacy.

Teacher………………………………………… Date …………………………….. Year Group……………………

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| **What aspect of the lesson is the focus for your observation and what has influenced this (consider feedback or weekly targets)? Select one of the foci below and use this to target your observation and analysis of the lesson. Highlight or circle and make notes below. If you select *pedagogy*- what aspect are you focussing on?** |
| **Pedagogy (highlight/circle focus for observation)**  What is the **learning objective/outcome** for the lesson? Where does this come from? What have the children learnt previously and how does the lesson build on it?  Were any **misconceptions** identified? How? What did the teacher do to respond to these?  How is English/literacy **specific vocabulary** used by both teacher and pupils?  What **models/representations/resources** are used by the teacher during teaching? In what ways do these support children’s learning? How effective are they and why? (Consider the whole classroom – working walls, etc.)  What **resources** are used by pupils during the lesson? Have all children got access to the same resources? How do pupils access resources? What impact do these have on children’s learning?  What **connections** are made between different aspects of English/literacy (phonics, grammar, genres of text, vocabulary concrete experiences, language)?  Are any **links** made to other subjects or to the ‘outside’ world? What impact do these links have? |
| **Adaptive teaching**  How does the teacher support all learners?  Does the lesson plan/slides indicate support strategies?  What scaffolds are used and how is learning monitored?  How does the teacher identify what/when adaptive teaching strategies might be required? |
| **Pupil Progress**  How does the teacher make links with previous lessons?  What strategies does the teacher use to assess how well the pupils are doing in the lesson? (e.g. questioning, pupil self-assessment, scanning, commenting on written work, asking the teaching assistant).  How does the teacher use this information to improve learning within the lesson and over time?  Is there a sense of progression over the lesson? How is this achieved?  Are pupils asked what they have learned at the end of the lesson? |
| **Questioning**  What sort of questions does the teacher ask in order to develop children’s thinking?  How much time does the teacher allow for thinking?  Who does the teacher ask to answer? Why?  Does the teacher use partner work?  How is questioning used to extend children of all levels of attainment? |
| **Organisation**  How are pupils organised in the different stages of the lesson? (e.g. whole class, paired discussion, group work, independent work etc.)  What impact does this have on their learning?  How does the teacher ensure that all children are involved in all stages of the lesson? |
| **Three key things that I have learned from this observation:**  1.  2.  3. |