# \\uol.le.ac.uk\root\staff\home\f\fb128\My Documents\Leicester courses\UoL Templates Logos 2020\thumbnail.jfif Lesson Observations in Phase A

Lesson observations by you, of expert colleagues, is an expectation in Phase A and will be built into your timetable. One focussed observation per week is expected, with a record kept by you. Of course, you will also be observing all the classes you are timetabled to teach, in order to familiarise yourself with them before taking responsibility for teaching. Your subject tutor will guide you on how to do this. You may also undertake additional observations at various points in your school practicums.

The lesson observations are linked to the themes in the Weekly Focus and your Talkthrus. This will help to inform your discussion with your co-tutor in your Weekly Meeting. A template is provided below.

Each time you observe a lesson you will:

* describe in detail what you see,
* interpret with care (linking this to theory),
* review your understanding of the lesson
* and then deconstruct this with your co-tutor.

Observing other teachers’ lessons is harder than it looks. It is important to distinguish between classroom activity and your interpretation of that activity (which will draw on your models of pedagogy and learning). The focus you are given is deliberately narrow, to allow you to look closely at a specific aspect of the classroom. It is important to write in as much detail as possible when observing the lesson.

When it comes to choosing your own focus, try to choose something which will help your development and classroom practice; this might arise from feedback on your own teaching.

There are many ways that you might observe a lesson; for example, you might recreate the lesson plan after having observed the lesson, or create a timeline showing how long the class spent on each activity, or observe a small group within the class to note what they are doing at each point in the lesson. Or you might focus on routines and instructions, how transitions between activities are managed, how questioning is used. Whatever your focus, the key to observation is to record the details of what you notice, giving you the data by which you can consider different interpretations, rather than rush to judgment that cannot be unpacked (analysed and deconstructed) later.

You **must** discuss observation protocols with your co-tutor before your first observation and discussions (including how you contribute to a professional discussion without inadvertently straying into inappropriate judgment about expert colleagues).

Below you will find a blank template for use when you are choosing your own focus and a template for each Focused observation during Phase A

# Blank template

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| **Date:** |
| **Focus of observation:**  |
| **Description:***Describe in as much detail as possible what you notice* | **Interpretation:***Note what the observations might indicate; be tentative and avoid making assumptions.**Make links here to pedagogical theory* |
| **Reflect/ review***Reflect on your understanding of the lesson* |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Weekly templates

# Week 08

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| **Wk08 w/c14 October****Weekly Focus: Observation: Lesson objectives and classroom practices.**CARD A: (D) Pedagogy CCF2 (S4, S5) |
| **Focus of observation:** Lesson structureHow have objectives or learning outcomes been presented? How might these support pupils to progress?What do you notice about how models, guides, scaffolds or worked examples were used; how might these support learning? *(D9, D11, D12)* |
| **Description:***Describe in as much detail as possible what you notice* | **Interpretation:***Note what the observations might indicate; be tentative and avoid making assumptions.**Make links here to pedagogical theory* |
| **Reflect/ review***Reflect on your understanding of the lesson* |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Week 09

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| **Wk09 w/c 28 October****Weekly Focus:** **How pupils learn**CARD A: (D) Pedagogy CCF2 (S2) |
| **Focus of observation:** Classroom techniquesSome classroom techniques, such as retrieval practice or controlled variation, might be clearly signalled in a lesson. Whereas teachers’ attention to other aspects, such as reducing split attention affects or drawing on dual coding, are likely to be less visible (unless you are in the fortunate position to be able to discuss this with the teacher). So:What type of approaches do you notice that could be associated with an aspect of cognitive science?What other insights does a ‘cognitive science lens’ offer in relation to pupil learning during your observation? *(D1, D2, D3, D4, D5, D6)* |
| **Description:***Describe in as much detail as possible what you notice* | **Interpretation:***Note what the observations might indicate; be tentative and avoid making assumptions.**Make links here to pedagogical theory* |
| **Reflect/ review***Reflect on your understanding of the lesson* |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Week 10

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| **WK10 w/c 4 November****Weekly Focus: Assessment for Learning/ Formative assessment**CARD A: (F) Assessment CCF4 (S6) |
| **Focus of observation:**  |
| **Description:***Describe in as much detail as possible what you notice* | **Interpretation:***Note what the observations might indicate; be tentative and avoid making assumptions.**Make links here to pedagogical theory* |
| **Reflect/ review***Reflect on your understanding of the lesson* |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Week 11

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| **Wk11 w/c 11 November****Weekly Focus:** **Behaviour and Relationships**CARD A: (C) Behaviour and Relationships CCF1 (S7, S1) |
| **Focus of observation:** Routines What routines do you notice the teacher has established to maximise time for learning? (Look hard, as if well-established there may be little or no overt teacher action).How are routines reinforced?Motivation: Analyse interactions through an intrinsic/extrinsic lens and reflect on the possible implications. *(C7)* |
| **Description:***Describe in as much detail as possible what you notice* | **Interpretation:***Note what the observations might indicate; be tentative and avoid making assumptions.**Make links here to pedagogical theory* |
| **Reflect/ review***Reflect on your understanding of the lesson* |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Week 12

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| **Wk12 w/c 18 November** **Weekly Focus:** **Connecting Planning and Assessment**CARD A: (D) Pedagogy CCF2 (S4) (F) Assessment CCF4 (S6) |
| **Focus of observation:** Use of assessmentTeachers are likely to be continually assessing throughout a lesson, from planned key questions to intuitive interpretation of body language, some of which you are unlikely to notice. The same is true of a teacher’s response; they may have changed the next question or introduced a task in a different way based on their assessment of pupil understanding; these shifts are unlikely to be obvious. So:Observe as closely as you can the evidence available regarding pupil understanding (details about what is said, written, done is useful here). At intervals, write down your interpretation of pupil understanding and what options you could consider taking (there are no right or wrong answers – the idea is to practise ‘in-lesson decision making’). *(F4)* |
| **Description:***Describe in as much detail as possible what you notice* | **Interpretation:***Note what the observations might indicate; be tentative and avoid making assumptions.**Make links here to pedagogical theory* |
| **Reflect/ review***Reflect on your understanding of the lesson* |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Week 13

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| **Wk13 w/c 25 November****Weekly Focus:** **Adaptive Teaching**CARD A: (D) Pedagogy CCF2 (S4, S5) |
| **Focus of observation:** High ExpectationsIf possible, and if appropriate, find out what different levels and type of support might be needed. How has the teacher adapted the lesson, whilst maintaining high expectations for all, so that all pupils have the opportunity to engage with the learning intentions? |
| **Description:***Describe in as much detail as possible what you notice* | **Interpretation:***Note what the observations might indicate; be tentative and avoid making assumptions.**Make links here to pedagogical theory* |
| **Reflect/ review***Reflect on your understanding of the lesson* |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Week 14

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| **Wk14 w/c 2 December****Weekly Focus:** CurriculumCARD A: (E) Curriculum CCF3 (S3) |
| **Focus of observation:** good examples and models.Gaining access to key concepts, ideas and principles of a subject is often far from straight forward, with examples and models offering a ‘way in’ to more complex, interconnected or abstract notions. So:What examples and models were used in the lesson?How were these related to the lesson objective/key ideas?Did the examples/models have any limitations? *(E4)* |
| **Description:***Describe in as much detail as possible what you notice* | **Interpretation:***Note what the observations might indicate; be tentative and avoid making assumptions.**Make links here to pedagogical theory* |
| **Reflect/ review***Reflect on your understanding of the lesson* |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Week 15 and Week 16

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| **Wk15 w/c 09 December and WK 16 (w/c 16 December 2024)****Weekly Focus: Reflective ability and teaching practice**CARD A: (B) Professional Behaviours and Values: Learning to be a Teacher CCF5 (S8, PPC) |
| **Focus of observation: Your choice based on targets**  |
| **Description:***Describe in as much detail as possible what you notice* | **Interpretation:***Note what the observations might indicate; be tentative and avoid making assumptions.**Make links here to pedagogical theory* |
| **Reflect/ review***Reflect on your understanding of the lesson* |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |