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

Lesson observations by you, of expert colleagues, continue in Phase B 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. 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.

 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).

File name: **SURNAME First Name Focussed Ob Phase B** and keep in your Eportfolio

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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 24

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| **Wk24 w/c 10 February 2025****Weekly Focus: Preparation and self-awareness**CARD B Professional Behaviours and Values (B) CCF5 (S8, PPC) |
| **Focus of observation:** The art of observationThe CCF says you should have opportunities to ‘observe how expert colleagues … and deconstruct this approach’. Classrooms are dynamic environments, with many interactions and implicit as well as explicit communication. This makes observation a complex undertaking, especially if you wish to make inferences about learning, which cannot be seen directly. Review different ways of observing, such as: reconstructing a lesson plan, a close focus on a small group of pupils, noting in detail what is said/done, completing work set, focussing on a particular aspect such as questioning; remembering what you focus on changes what you notice. With you co-tutor’s agreement, design a lesson observation approach that you think will provide evidence about pupil learning, then undertake and discuss.  |
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| **Reflect/ review***Reflect on your understanding of the lesson*  |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Week 26

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| **WK 26 w/c 24 February 2025****Weekly Focus: Planning and sequencing learning**CARD B (D) Pedagogy - How Pupils Learn CCF2 (S2) |
| **Focus of observation:** Sequencing.Reconstruct the sequence of the lesson. Drawing on relevant theoretical perspectives, articulate how: tasks relate to key ideas and assessment (inc. 'starting points' – balancing new ideas to allow key concepts to be understood); complex ideas are sequenced into appropriate steps (and made memorable); and how abstract ideas are communicated (e.g. examples/non-examples, analogies…) *(E4)* Consider how attention is maintained on the learning intentions (and distractions minimised). |
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| **Reflect/ review***Reflect on your understanding of the lesson*  |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Week 27

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| **Wk27 w/c 3 March 2025****Weekly Focus: Working with pupils who have Special Educational Needs and/or Disabilities**CARD B (D) Pedagogy - Adaptive Teaching CCF2 (S5) |
| **Focus of observation:** Adaptive teaching; What do you notice about adaptations or strategies the teacher has put in place to meet the needs of specific learners? How were pupils identified who needed additional support to access new content (e.g. alternative explanations, breaking down into further steps). If applicable, how were Additional Adults deployed? (D16, D17) |
| **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 28

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| **Wk28 w/c 10 March 2025****Weekly Focus: Shaping the curriculum**CARD B (E) Curriculum CCF3 (S3) |
| **Focus of activity:** Curriculum planningInterrogate a section of the department’s curriculum resources. How does the overall curriculum design translate into year/focus/class level plans, and in particular how is content sequenced? Look for and identify some ‘powerful’ examples, models, analogies, illustrations or demonstrations that you could draw on to connect learners to core concepts and principles. (E4, E5)Interleaving concrete and abstract examples, thereby making the underlying principles or structure more visible, is one way to support pupils transfer knowledge to other contexts – through lesson observation or interrogation of curriculum materials observe and deconstruct experts’ approaches. |
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| **Reflect/ review***Reflect on your understanding of the lesson*  |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Week 29

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| **WK29** **w/c 17 March 2025****Weekly Focus: Use of data**CARD B (F) Assessment CCF4 (S6) |
| **Focus of observation:** Formative assessment. What do you notice about how the teacher assesses understanding and progress in the lesson? *(F4)* What feedback is given to pupils in the lesson and consider how this might provide opportunities for pupils to develop self-regulation? *(F5)* |
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| **Reflect/ review***Reflect on your understanding of the lesson*  |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Week 30

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| **Wk32 w/c 24 March 2025** **Weekly Focus: Setting priorities for the final weeks**CARD B \\uol.le.ac.uk\root\staff\home\f\fb128\My Documents\Leicester courses\UoL Templates Logos 2020\db722d73-3ace-4745-b249-4b835fdfa19c.jfif(B) Professional Behaviours and Values CCF5 (S8, PPC) (E) Curriculum CCF3 (S3) |
| **Focus of observation:** Free choice this week. Choose an area to observe that you will find useful. The planning and execution of this activity should include the rationale that will underpin your analysis and deconstruction of your observations. (For example, if you were to look at ‘scaffolding’ you might review Wood and colleagues six areas of: recruitment; reduction in degrees of freedom; direction maintenance; marking critical features; frustration control; demonstration). This is also a good opportunity for you to reflect on the first two stages of your ‘noticing skills’ (attend to, interpret, respond) without the pressure of teaching (enacting the response). If you choose to focus on oracy, you could look at how pupil talk can be scaffolded to maintain focus and increase rigor and reasoning.  |
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| **Reflect/ review***Reflect on your understanding of the lesson*  |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Week 31

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| **WK33 w/c 31 March 2025 Interim report due this week****Weekly Focus: Behaviour management**CARD B (C) Behaviour and Relationships CCF1 (S1) (C) Behaviour and Relationships CCF1 (S7) |
| **Focus of observation:** Behaviour management. What strategies (and language) do you notice the teacher uses to develop a positive learning environment, including how positive behaviours/routines are reinforced, effort/perseverance is encouraged and pupils are confident to learn from mistakes. Also, what strategies are used to pre-empt any poor behaviour and respond to any off-task behaviour in order to maximise time for learning? (Look hard, as if routines are well-established there may be little or no overt teacher action). (C1)Emotion and Motivation: In Phase A you analysed interactions through extrinsic⇨(emotion)⇨intrinsic motivation lens and reflected on the possible implications (wk11). Using this lens (or another model of emotion/ resilience/ self-efficacy etc.), consider how experts support pupils to master hard content and develop productive long-term goals?  |
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| **Reflect/ review***Reflect on your understanding of the lesson*  |
| **Deconstruction with expert colleague:***Discuss and deconstruct what you noted* |

# Week 32

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| **WK34 w/c 7 April 2025****Weekly Focus: Attentional Skill (noticing) and Assessment for Learning**CARD B (F) Assessment CCF4 (S6) |
| **Focus of observation:** Adapting lessons ‘in-the-moment’. Look for moments in the lesson where the teacher responds to the learners by adapting, changing or going back over tasks, and addresses misconceptions. These moments might be hard to spot as experienced teachers will make these types of adjustments automatically, so also select moments and ask yourself “what have I noticed and what would I do now”. *(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 35

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| **Wk35 w/c 28 April 2025****Weekly Focus: Understanding prior learning**CARD B (D) Pedagogy - How Pupils Learn CCF2 (S2) |
| **Focus of observation:** Taking into account prior learning Observe how the teacher checks current pupil understanding and how this is built on, with a balanced introduction of new ideas that allows understanding to be developed. How is this linked to regular review/practice/retrieval of key concepts over time to develop fluency? What techniques does the teacher use – e.g. exposition, questioning, modelling (inc. thinking aloud to make explicit expert thinking), linking, steps (and how are these made memorable), retrieval practice, spacing, interleaving, variation (Rosenshine); structuring talk to share pupil reasoning. Consider how support and challenge are matched with pupils – e.g. fading scaffolding and including interacting elements as learning becomes secure. (D2) |
| **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 36

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| **Wk36 w/c 5 May2025****Weekly Focus: Professional Behaviours**CARD B (B) Professional Behaviours and Values CCF5 (S8, PPC) |
| **Focus of observation or activity:** Professional Behaviours.  First, if not already undertaken, observe (and deconstruct) how experts communicate with parents and carers proactively; discuss and analyse how this changes with age/development and how this supports the building of positive relationships and the links to motivation, learning and behaviour. If the opportunity arises, make effective use of parents’ evenings to engage parents and carers in their children’s schooling.Second, within this broad area, select an activity or focussed observation that you will find useful that is not part of your day-to-day routines. |
| **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 37

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| **Wk37 w/c 12 May 2025****Weekly Focus: Stretch, challenge and adaptive teaching.**CARD B (D) Pedagogy - Adaptive Teaching CCF2 (S5) |
| **Focus of observation:** Make notes on how the teacher ‘aims high’ for all learners; how do they communicate expectations and provide opportunities for all pupils to work at their highest capabilities? How are questions used to stretch and challenge? (Does the type of question vary, does the framing/ form/timing vary when more complex responses are needed (e.g. think pair share, wait time etc.?)).High quality classroom talk contributes to progress, if all engage, and group work can be effective if well-structured; how does the teacher support/guide different ways of working to maximise learning? |
| **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 38

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| **Wk38 w/c 19 May 2025****Weekly Focus: Diversity and Inclusion**CARD B (E) Curriculum CCF3 (S3) (C) Behaviour and Relationships CCF1 (S1) |
| **Focus of activity:** Look at school data on the socio economic and cultural background of the pupils in the school. Make notes on how this can inform or influence your teaching. Taking into account how pupils differ in your classes, identifying some particular activities likely to arouse interest and engagement. |
| **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 40

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| **Wk40 w/c 2 June 2025****Weekly Focus: Your well-being as a professional**CARD B (B) Professional Behaviours and Values CCF5 (S8, PPC) |
| **Focus of observation:** Free choice this week. Choose an area to observe that you will find useful, possibly based on your areas for development in your ECT transition document. |
| **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 41

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| **Wk41 w/c 9 June 2025****Weekly Focus: Transitions**CARD B (C) Behaviour and Relationships CCF1 (S7) and (E) Curriculum CCF3 (S3) |
| **Focus of activity:** Find out about transition arrangements (talk to the member of staff responsible for this). What arrangements are in place to ensure a smooth transition to Year 7? (If you are in an educational setting with no KS3, e.g., a 6th form college or upper school, find out about transition arrangements for pupils joining from feeder schools.) What data or information is shared in terms of pupils’ prior attainment and curriculum? If possible, visit a feeder school in these last weeks (or at some point during this practicum) to observe pupils in Year 6, making notes about the differences you notice in routines and expectations from Year 7.Curriculum: Look at your department’s curriculum plans. How do these build on the previous Key Stage (normally KS2)? Are there particular transition activities? If appropriate, contribute to the development of these resources. |
| **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 42

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| **Wk42 w/c 16 June 2025****Weekly Focus: Teacher identity**CARD B (B) Professional Behaviours and Values CCF5 (S8, PPC) |
| **Focus of observation:** Free choice this week. Choose an area to observe that you will find useful, possibly based on your areas for development in your ECT transition document. |
| **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* |