Evidence 1.1 – Lesson Observation Feedback (Distinction Exemplar)

PASS The evidence and your commentary show that you can…	DISTINCTION The evidence and your commentary show that you can…
APPLY pedagogical theory to practice and demonstrate how you have encouraged all learners to take ownership of their own progress.	APPLY pedagogical theory to practice and demonstrate how you have encouraged all learners to take ownership of their own progress.
DEMONSTRATE your use of a variety of teaching and assessment methods and the steps you have taken to minimise the impact of barriers to learning, as well as how you have encouraged learners to set themselves challenging goals.	EVALUATE your use of a variety of teaching and assessment methods and the steps you have taken to minimise the impact of barriers to learning, as well as how you have encouraged learners to set themselves challenging goals.
EXPLAIN how you promote understanding of equality and diversity and sustainable development.	EXPLAIN how you promote understanding of equality and diversity and sustainable development.

Trainee Commentary

- *Trainees must explain exactly how the evidence meets either the Pass or the Distinction Grading Criteria above.*
- *Trainees can update or amend this evidence and commentary until the end of the year when the portfolio is submitted.*

I have applied pedagogical theory to this lesson by using chunking, sequencing, dual coding, and elaborative interrogation. The feedback shows that the lesson content was pitched appropriately for my learners, and that the volume of new learning was appropriate for this stage of the course. My tutor commented on the quality of the presentations I have used, which have been designed with dual coding principles in mind. Throughout the lesson students had lots of chances to ask questions about their learning (individually to me, and to peers).

I encouraged learners to take ownership of their own progress in a few ways. I asked students to complete a starter quiz, with five questions from previous lessons. By asking students to do this independently I tried to ensure that no learner was able to get the answers from a peer. I asked students to rate their confidence with their answers, before debriefing the starter. The feedback shows this worked well as all students were engaged with thinking right from the start of the lesson. I also shared lesson objectives and returned to these at the end, before asking students to write an exit ticket with a goal for something to research before next lesson.

I used a variety of teaching and assessment methods during the lesson. After the retrieval starter, I used PowerPoint to present today's new knowledge. After this I set the main independent task and circulated the room to ask them questions while they were working. Students then got chance to pair and share their thoughts, had to produce a diagram to represent their thinking, and then I cold called a selection for students to give their answers. To close the lesson, I used an exit ticket, which they had to do independently.

I tried to remove barriers to learning in several ways. For the starter quiz, I set the leaderboard to only show the top 5 players. This was meant to remove the barrier of potential embarrassment for students who thought they might not do too well. In the main teacher presentation, I used dual coding strategies to reduce students' cognitive load. I also printed off the slides on green paper for MT because of his dyslexia. It also gives him a bit more scaffolding for his notes, which helps him. When students completed the diagram, I gave the choice to do it freehand or to use a grid I had prepared. Less confident students chose to use the grid, and this helped.

The methods that I found most useful were the exit ticket and circulating the room. The observation feedback shows that I was successful in using exit tickets to gather responses that helped me plan the next lesson. The feedback also shows that my questions while I was circulating the room were well planned and helped me gather formative feedback on my students' understanding. Most students really enjoy the quiz format, so I can use this again for motivation and engagement if needed.

The methods I need to improve are to keep better track of what students I have spoken to during the lesson and increasing challenge for some learners during the student-led part of the lesson. The observation feedback identifies that I didn't manage to hear from every student in the room. Also, the feedback shows that some students found the paired task too easy and needed to be challenged more.

I promoted equality and diversity in the paired work by reminding the students of the importance of listening to other viewpoints and opinions. I showed a range of examples from across the world during the presentation. Although the content of the lesson did not mention **sustainability**, there was very little paper used in the session (e.g. printouts for MT). I got students to rip a corner off their diagrams to use as their exit tickets, so we didn't waste paper!

Subject Mentor Feedback

- *Mentors **must** provide formative feedback below on the trainee's evidence and commentary .*
- *Mentors **must** indicate if sufficient evidence is provided, as well as if it meets the criteria for a Pass or Distinction grade.*
- *Mentors can encourage the trainee to resubmit evidence, or rewrite their commentary.*
- *Mentors can also give feedback on each piece of evidence more than once by adding to the text box below.*

Taken together, this evidence and commentary show that you have achieved criterion 1.1. Your observation feedback indicates that you worked hard to ensure that all learners achieved the learning outcomes for the lesson. It wasn't flawless, but the quality of your planning meant that there was a good range of approaches, and you have evaluated these briefly but accurately in your commentary. Well done!

Evidence Grade

- *Mentors **must** identify the grade for this evidence, based on the Pass and Distinction criteria above.*
- *NOTE: The trainee's PAT will verify grades awarded as part of the end of the year discussion*

Distinction