

Learning Observation Record

Part A – to be completed by trainee prior to the lesson

Trainee Name:	Benjamin Stanaway	School:	Holyhead School
Date:	08/03/2019		
Subject:	Music		
Placement (circle):	Block A	Block B	

List below the Standard(s) being targeted during the lesson observation and refer to the BCU Standards Tracker for formative and summative feedback:

Teachers' Standard(s) and Standard Prompts observed or discussed:	Formative Feedback Circle/underline Level
demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	EMG/EST/EMB/ENH
impart knowledge and develop understanding through effective use of lesson time	EMG/EST/EMB/ENH
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.	EMG/EST/EMB/ENH

Learner Profile or Context

Year group	Gender	SEN	More Able	EAL	Ethnicity	Other
9	3 girls 10 boys	3	5	0	mainly afro caribbean/ asian origin	NA

PART B: Formative comments and questions for the trainee to consider:

Trainee Action	Impact on learners	Links to Teachers' Standards and questions for trainee to address
To put in place a seating plan.	Students will enter the lesson knowing the "routine" and expectations	1
Starter "DO NOW" activity	To hook students in as soon as they enter the lesson.	7
Create a resource to engage challenging- Could be a learning passport which needs to be signed which will develop his independence	Student will learn to take responsibility of motivating himself. Student currently takes up alot of your time.	
Timer on the board for students to allow them	Students will be more challenged	2

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to engage and not lose pace in their activities		
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Part C: Lesson Summary and Targets linked to discussion and trainee reflection on questions:

<p>Lesson strengths linked to learners' progress: (three minimum) Students clearly have respect for Benjamin and are keen to learn. Resources have been differentiated well through the options of songs and then again through resources (which both stretch and challenge students but also support students who are of a lower ability.)</p> <p>The worksheet allows for the students to work at their own pace and demonstrate independence. Could you put a reward in for those who move ahead and use initiative to start new task?</p> <p>The students were working independently and we're engaged with the activities given. The students we're excited to share what they had learnt and showed pride in it. When students arrived to the second part of the lesson, the students were excited to record into reason 9.</p>	<p>Link to Teachers' Standards</p> <p>1, 3</p>
<p>Developmental targets arising out of the lesson: (one minimum, no more than three). Have a DO NOW task on the board which will challenge them- for example; they could have had a go at just playing the chords (without the rhythm) before the modelling session.)</p> <p>Be aware of teacher talk, the modelling was great but did take up too much time for the students, student's were starting to lose concentration.</p> <p>How can the trainee promote better pupil learning and progress?</p> <p>Quicken the pace, the boys in this group require quick scaffolded tasks to ensure they keep on task.</p> <p>Subject specific target(s) Could the students have done the modelling? As part of the DO NOW activity? To allow them to be experiencing the task themselves and to promote discussion and debate about what the track sounds like and whether they have the correct rhythm.</p>	<p>Link to Teachers' Standards:</p> <p>4, 5</p>

Signed (Mentor): Y Geddes

Date:

Signed (Trainee):