

Primary School Experience Guidance Notes 2 Evaluating Lessons and Weekly Evaluations



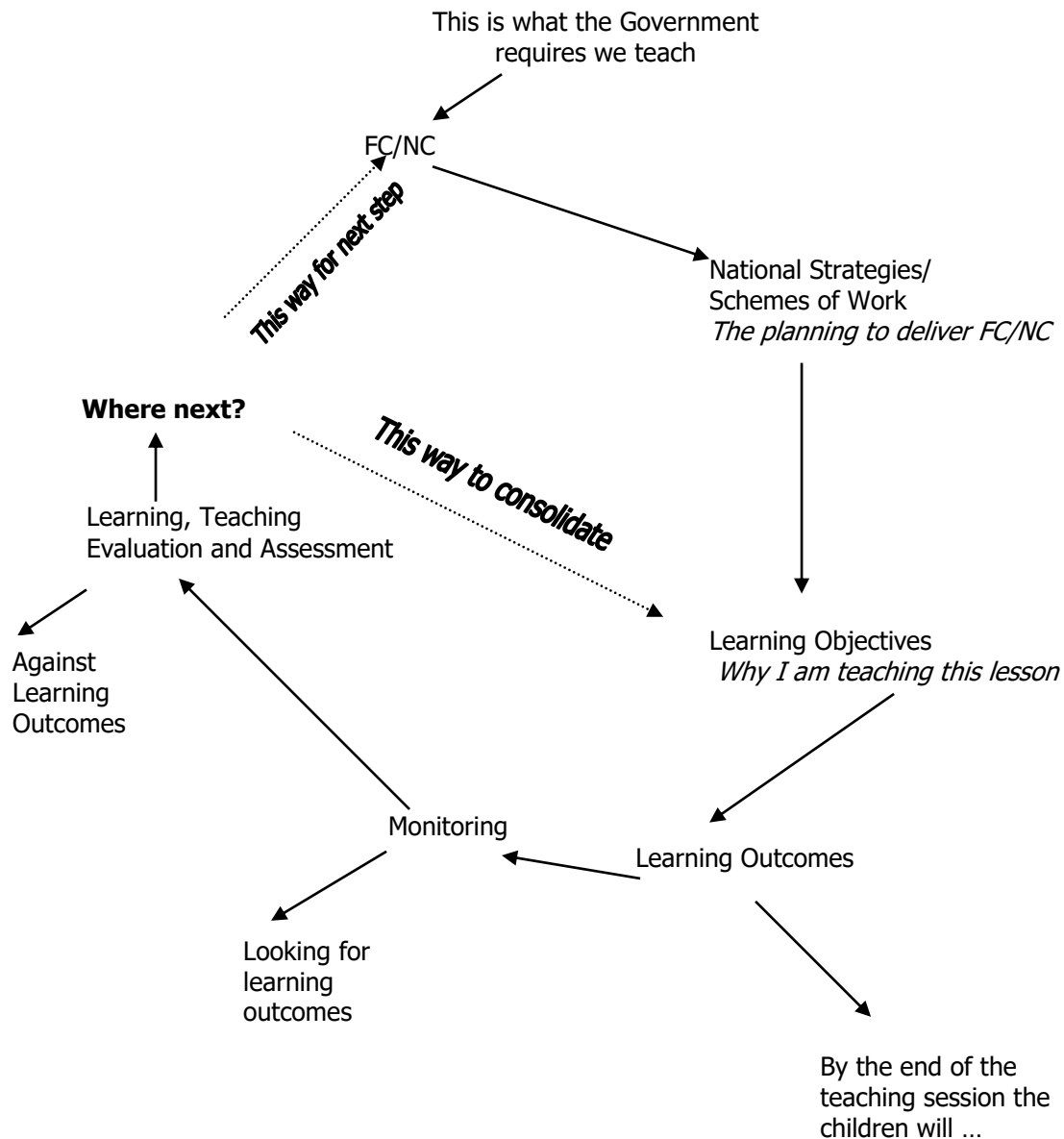
Academic Year 2018-2019

INTRODUCTION

A trainee will sometimes query the value of lesson/weekly evaluations. They see it as a paperwork exercise for Newman University. However, as a teacher it is necessary to question your practice within the classroom and the impact your teaching is having upon the progress of the children.

Reflection is part of the learning process for you as a teacher. It will encourage you to seek out new ideas and different ways of working in order to improve your effectiveness within the classroom.

It is an essential part of the learning and teaching loop. Without evaluation there would be a gap between assessment of learning and the next step. The loop looks like this –



Whether it is next step or consolidating it will close the learning and teaching loop.

It is very necessary for you to learn from an early stage to be reflective about your own performance and how children's learning could have been managed better, bearing in mind their individual needs.

EVALUATING LESSONS

When evaluating lessons, you are expected to make judgements about your own teaching, knowledge, organisation etc., and the pupils' learning. You must make explicit the criteria by which you make those judgements. You must therefore reflect on what you and the children experienced during lessons, and ask why certain things happened.

Having reflected, and made a judgement, you should then be able to state how you have adapted your teaching etc, in the light of your evaluation and set targets.

Daily Evaluations

You are expected to annotate all teaching plans with evaluative notes, and show how this links to the next plan in the subject or topic.

In addition you will complete a full, in depth, written evaluation of one teaching session each day. It is important that you use **all** your classroom experience to inform your future planning. A daily written evaluation should be about 1 side of A4. Remember, it is a waste of time to repeat the lesson plan, you already have a lesson plan. Accept the fact that the children, for example were doing Literacy in line with your plan. Concentrate on how clearly you taught the lesson and how the children were responding e.g. finding the work hard, completing it too quickly and so on. Ensure you have evidence of the children's learning and progress. Use this evidence to set targets for subsequent lessons.

A good evaluation is one, which uses your observation of the children to reflect on —

- how effective and useful your knowledge of the subject was
- how well the children understood your teaching intentions and how well your learning objectives were achieved
- how well your planning, teaching and class management supported children's learning
- whether your expectations and targets were met.
- whether you have used previous monitoring and assessment to inform your teaching.

When evaluating a daily lesson, in depth, you should be focusing on the learning objectives and the success of the children's achievement against these. Naturally the strength of your teaching will impact on this.

Listed below are a number of prompts from which you can select, as appropriate, to analyse in relation to the lesson, or there may be issues of your own you wish to address.

A trainee should:

- work collaboratively and co-operatively with the class teacher and other adults
- maintain professional relationships with the children and others
- ensure expectations are high
- maintain a positive attitude to the children and their work

- ensure the children achieve enough high quality work
- demonstrate familiarity with school policies to ensure the security and safety of the children at all times
- be creative and constructively critical to innovation and be able to adapt practice.
- demonstrate a range of teaching strategies
- have a range of behaviour management strategies
- personalize learning and provide opportunities for all learners in order that they achieve their potential
- carry out assessments for a range of subjects and understand those which relate to public examinations
- use a range of assessment approaches, including formative assessment
- use school data to evaluate the effectiveness of teaching
- monitor the progress and raise levels of attainment
- use literacy, numeracy and ICT skills to support teaching
- understand how children develop
- understand that progress and well-being of learners is influenced by social, religious, ethnic, cultural and linguistic influences
- make effective provision for individualized learning, especially for children whose additional language is English
- take practical account of diversity and to promote equality and inclusion
- understand the roles of colleagues
- demonstrate an understanding of legal requirements, national policies and guidance on the safeguarding and promotion of well-being for learners
- know how to identify and support children whose progress and development is being affected by personal circumstances.
- plan progressively
- design effective learning sequences within lessons and across lessons
- demonstrate a secure subject knowledge
- design opportunities for learners to develop literacy, numeracy and ICT skills
- plan effective homework or out-of-class work to extend and consolidate learning
- use a range of teaching strategies, resources and e-learning in lessons
- build upon the prior knowledge of the learner
- develop concepts for the learner
- enable the learner to apply new knowledge, understanding and skills in order to meet the learning objective
- introduce new concepts clearly and use appropriate explanations, questions and discussions
- manage the learning of individuals, groups and the whole class
- modify teaching to suit the stage of the lesson
- make effective use of assessment, monitoring and recording strategies
- assess the learning and set challenging learning objectives
- provide timely, accurate and constructive feedback on learners' attainment and progress
- support and guide the learner on the reflection of their own progress
- evaluate the impact of teaching on the progress of the learner and to adapt planning accordingly
- establish a safe and purposeful environment
- establish clear framework for classroom discipline to manage behaviour and promote self-control for the learner
- work as a team member to share and develop effective practice
- ensure colleagues are used effectively to support learning.

Daily Evaluations

Use the following headings for daily evaluations, but refer to the previous prompts to help you complete them.

Teaching

What went well? Why? How will I build on this?

What could be improved? How?

Targets for teaching e.g. time management, change of groupings.

Learning

What was achieved by class/groups/individuals?

Who or what needs strengthening/challenging?

Targets for Learning.

Above all, your evaluations should be used to set targets for the children's learning as well as for your own development. These targets should be evident in your follow-on planning and in the subsequent evaluations, when you record achievement against them.

Hannah Pickles (Final School Experience) has been honest enough to criticise her planning but also includes notes on her remedial action. This is always for the benefit of the children, if taking place during a lesson. Hannah has intervened to ensure that the learning objectives have been met.

Nicola Casey (Final School Experience) has ensured that her subject knowledge has been researched sufficiently to enable the children to make progress. Nicola also comments on the detail of what made the lesson work and how she adjusted her teaching accordingly.

Nicola Gardiner (Final School Experience) demonstrates how successful "hands on" experience is in learning and teaching in Reception. She is also planning for learning to take place outside the classroom setting.

LESSON EVALUATION – English**Hannah Pickles*****What went well? Why? How will I build on this?***

The children listened to the introduction and were enthusiastic at the thought of correcting my work. Once on task children stayed on task and got on well.

It was a very worthwhile lesson. Children realised the importance of checking their work. Children began to think about the importance of grammatical symbols, which communicate a lot of information

What could be improved? How and why?

Planning. I thought that I had planned fully for this lesson, but I learnt that my teaching point had not been addressed clearly enough at the planning stage. I need to consider how small the teaching steps should be in future planning. I can still achieve all the teaching objectives in a lesson, but I need to deliver them one at a time and check that they are secure before moving on.

Some finished very quickly and some struggled with the whole concept of capital letters, capitalising just the letter T, for instance, wherever it appeared. When the children were completing the task I began circulating the room but got stopped in my tracks as children began to finish the first work sheet. Many children had not completed the task correctly so each child needed a lot of teacher input. This meant queues were forming next to me. I continued to mark work but found children were making the same mistakes. I stopped the children and taught a little more using the examples on the board. I continued to discuss the work on a one-to-one basis with the children.

It is very important to check understanding before they start work and to try and get round every child in a lesson, to make sure the children understand the tasks and the concepts behind them. It is demoralising for the children if they have completed work wrongly. They don't like starting again

Targets for teaching eg time management, change of groupings.

This was a useful lesson for me to see who understood the concept of capital letters and full stops and who was struggling. This information will be used to plan the next lesson.

Ensure that teaching steps are appropriate to the age of the class.

Learning***What was achieved by class/groups/individuals?***

Most children learnt how to use capital letters and full stops. The higher ability group also learnt that days of the week and months of the year always have capital letters.

The children learnt the importance of checking their work, more than once, sometimes, to see if everything was correct. They looked at my "mistakes" and made sure they hadn't done the same.

Who or what needs strengthening/challenging?

The children in blue group were able to give me examples of sentences, but were unable to identify what a sentence finishes and starts with.

Targets for Learning.

Next time, consolidate work with blue group with more input. Introduce higher ability to sentences finishing with question marks.

I am up to date with my records and they show individuals whom I need to target for reinforcement over the next few lessons. What they don't show yet is who is working above the level set for them. I need to identify the next NC stage for those working beyond my plans.

Action Points

- Blue group – more input on capital letters/full stops.
- Higher ability – introduce question marks.
- Develop records sheet to include next NC stage.

LESSON EVALUATION – NUMERACY**Nicola Casey*****What went well? Why? How will I build on this?***

I taught triangle group how to add up by keeping the larger number in their heads and counting on. This particularly helped L and N because of the large numbers they were working with.

What could be improved? How and Why?

I need to plan for more practical time with the money. When I have adult helpers I will plan to have an entirely practical session for each group. In some cases the children did not recognise the values of the coins and could not put the right coins together to make the set amount.

Targets for teaching eg time management, change of groupings.

I am keeping up to date with my records and using them to help me with my planning. Next step, a section of planning exclusively for triangle group.

Next week I will put up a display of the children's finished money work.

I have asked for the opportunity to go into other classes to see how the children's abilities progress from R to Y2 - valuable experience to account for both under achievers and high achievers and their common misconceptions.

Learning***What was achieved by class/groups/individuals?***

The children were learning how to use money in addition and subtraction, mainly successfully. They seemed to find this quite difficult and, in a sense, it was worthwhile because it was challenging. On the other hand, it showed me that I need to aim slightly lower for most groups.

I was glad I had checked what the children had done in the topic in the previous year, some children were adamant that they had never added or taken away money before.

Who or what needs strengthening/challenging?

When he is upset, L is difficult to bring round to work because of his behaviour issues. I got over this by allowing him to work on the computer until he calmed down, then he rejoined his group and worked quite well.

Targets for Learning

I am keeping notes on how the children work in my evaluations. There is one group of children that I am sure could produce more and better work if I raise my expectations of them. I will make that a target for the rest of my block.

I have gone through the school's SEN document and am familiar with the IEPs in my class; I will now be far more focused on targeting individuals.

Action points

- Raise expectations for triangle group, work on expectations all groups.

LESSON EVALUATION - MATHS**Nicola Gardiner*****What went well? Why? How will I build on this?***

I was confident that I had researched the topic to be taught appropriately and had ensured that I knew the level at which each child should be working. The IEPs I produced are working well.

My planning for this lesson was appropriate. There was sufficient activity for all children to be on task and learning throughout the lesson and there were extension activities available. The work sheets were, I feel, produced to a high standard and the children seemed motivated to fill them in.

My communication must have been effective because all the children understood what was required of them and completed the work appropriately. Even J was able to set straight to work. It helped his concentration having him sit next to me in the teaching session. I must remember to do this as appropriate.

What could be improved? Why?

The groups I had arranged for the children to work in were appropriate, but I need to develop the children's ability to be confident in what they are doing and work more independently. At present they need constant reassurance. They need to be more on task when I am not working with their group.

My expectations of the lower group were too low. They developed a better understanding of weight than I had anticipated. I shall take note of this in my next lesson plan.

Targets for teaching eg time management, change of groupings.

I have marked the children's work setting targets for the next lesson. I have recorded the names of the children who are still forming numbers incorrectly. I will devise worksheets for them over the weekend.

Expectations of the lower group. Encourage more independence.

Learning***What was achieved by class/groups/individuals?***

The children who did not remain on task were dealt with immediately. I moved E to another table where she worked much better. The mental section was successful and the children enjoyed the way it related to every day situations.

All the children achieved the learning outcomes I set for them. They were able to find objects that were heavier or lighter than a given object. The middle ability group were confident using scales by the end of the lesson.

Who or what needs strengthening/challenging?

The children need to continue to be given the opportunity to compare masses of objects practically. Lower ability need more practice in using scales.

Generally, all the children could do with being expected to produce more work in less time. I must share my high expectations with them.

Targets for Learning.

I have arranged a trip to the supermarket so the children can see the big scales. The Classroom Assistant and I will go in advance, tomorrow lunchtime, to familiarise ourselves with the layout. We will weigh the vegetables we buy for the rabbit.

Action Points

- Develop independent tasks for low achieving group.
- Share my expectations more explicitly.
- Prepare for out of school trip.

Weekly Evaluations

You should evaluate your teaching against the Teachers' Standards (2012). This will enable you to use your evaluations towards recorded evidence of achievement against the standards.

At the end of each week of the SE block (SE2, SE3, SE4) you should review your own and the children's progress (1-2 sides of A4). Weekly evaluations summarise your daily experiences and will be augmented by your reflections on the picture you have built up of the children's learning through your observations and teaching. When you review your daily evaluations, see if there is a common theme (e.g. transitions) that is an issue. Such issues could be explored in your weekly evaluations and set as targets for the following week.

You may find, similarly, that one child or one group's name keeps cropping up in your daily notes. This will enable you to realise that there may be issues there to discuss with your classteacher.

Remember, although at the end of your programme you will be expected to demonstrate that you can function independently in the classroom, in the early stages of your course you are a beginner and everyone will expect to support you to enable you to achieve your potential, and to ensure the children's learning.

Examples of weekly evaluations

In each weekly evaluation the trainee sets targets for improvement in the following week.

Michelle Eagles (on Final School Experience) is finding effective ways to work with the Classroom Assistant to maximise children's learning and uses weekly evaluations to set targets.

Louise Davis (on Year 2 School Experience) shows her frustration when learning objectives are not achieved, but remains positive overall. She records her own initiatives.

Janine Edwards (on Final School Experience) shows how she has solved a previous problem in Numeracy. She also demonstrates that she takes advice and puts it into practice. She sets targets linked to her evaluations.

Michelle Eagles

Geography was very successful this week and the pupils have made some good weather instruments which all work. (S3).

My planning is demonstrably detailed enough, since the pupils fully understand work set. All have achieved what I expected from them this week, some have exceeded my expectations. I will need to be conscious of this when completing my planning for next week. (S2)

Target: make sure I have all the subject knowledge needed to cope with pupils' questions and misconceptions.

I am resourcing the room well in advance of lessons and have had no problems with resources this week. (S1)

I feel as if my teaching skills are constantly progressing. My use of language appropriate to Y5 is improving by the day. Explanations seem to be understood far more easily by the pupils. (S5)

I am particularly pleased with the success of the geography/D&T lesson, as it is the first time I have tackled D&T. I had designed the lesson to be totally practical and it went well after a hesitant start. (S3)

Due to the Easter Production I have had various small classes and occasionally this has been too much for the pupils to cope with. They became disruptive in RE and tried to stay off task in the independent work section of literacy. They needed to be reminded of the class rules and my expectations of them. Mrs S sat with Red Group. (S8, S6)

I am setting time targets in the afternoon, for the pupils, to keep up the level of motivation. This seems to be working well. (S6)

I have got up more of my displays this week. I am aiming to have them all finished by next week. (S1)

Target: Ensure that key vocabulary is shared with the pupils before I use it in the teaching session.

The pupils have made good progress this week, particularly in the non-core subjects. They have all worked hard and contributed excellently to discussion. (S1)

Matthew F is making good progress in maths and science. It was worth moving him away from Joe. He is far more focussed. (S1, S7)

Everyone's behaviour is improving, especially John's. He is settling down and staying on task for more than five minutes and I am able to praise him for the quality of the work he is producing. (S7)

Target: Update records so far and check them with class teacher.

I have made every effort to seek and use the advice and suggestions given to me to further the level of my practice. (S8)

I am really managing to maximise the use of the classroom assistant in my two sessions a week with her. I plan for her, see her in advance of the lesson and work very closely with her during the teaching sessions to receive very high quality work from the pupils. They can see the benefits. (S8)

I am evaluating daily and using my reflections to improve my teaching and, therefore, the pupils' learning. (S4, S5)

Target: Begin the choreography for the Easter production, auditions and practices.

Louise Davis

I am increasing the number of subjects in which I use the IWB and other ICT resources and am planning for these in great detail. I have spent a long time searching for suitable programmes and websites to enhance my teaching. (S3)

Medium and short term planning is working so far. Lesson planning is fairly straightforward. Implementing plans is something different. I am trying to maintain my high expectations of all children and have included certain individuals specifically in my planning. (S1, S4, S6)

I have put together a "what next?" box, so there is always something for the children to do when they have finished. (S1)

I have introduced circle time and the children love it. There are a number of issues I want to cover, particularly rough behaviour in the playground and their rudeness to each other in the classroom. (S7)

Target: Continue with circle time and monitor improving behaviour.

I have supplied my own resources for lessons so far. It is easier to plan at home and I have my resources cupboard that I have been building up over the last two years. I am still learning where things are at school and what is or isn't available to me. I will aim to combine schools' and my own resources soon. (S3)

There have been occasions when I have felt frustrated because the learning objectives were not being achieved. I wondered if it was my teaching but, by the end of the week, I was more aware of how long it takes for a new concept to soak in, in KS1, and of individual children's learning capacity. (S2, S4)

I am still getting to know the children and they are getting used to me, my voice and the way I want things done. I am trying to encourage the children to have a go, even if they get it wrong. Some children won't record anything unless I say it is right. (S1)

Having mixed year groups in the class is quite hard to manage at times. Although I have the youngest Y2s and the oldest Y1s, there seems to be a huge range of maturities and abilities. I am slowly becoming more able to differentiate properly for different groups. (S3, S4)

Target: Work on establishing relationships with those few children still not responding appropriately to me; ensure that I am challenging them at the right level.
I have completed all my assessments of the children so far and I know who has and who hasn't met the learning objectives. This is already informing my planning. (S6)

I am keeping all marking up to date and using it to set individual targets. I am also filling in the class teacher's records. (S6)

Target: Ensure use of records to inform planning.

I have had some input into the year group tracking meeting, where the involved teachers meet to ensure standards are continuously assessed.
(S8)

At the moment I am finding school experience quite stressful, but I am sure I will calm down when I am more in the swing of things. Professional relationships with children are improving all the time. There are just a small number of children not responding to me appropriately and that number is dwindling daily. (S1, S7)

I have finished my maths display on 3 –D shapes. It covers all that we have been doing and introduces some challenges. (S1)

I will be attending a half-day Numeracy training with the rest of the staff and I am looking forward to it. The teachers in KS1 have all been really supportive and treat me as a member of staff. I am invited to contribute to discussion and what I say seems to be valued. (S8)

Target: Get the most out of the Numeracy training.

Janine Edwards

My knowledge and understanding of children's abilities is increasing all the time. I am now confident that I am planning appropriate work for all individuals. I am consciously making an effort to include ICT in lessons, since this is an area I was not able to address fully on my last school experience. (S2, S4, S6)

By the end of the day, Y1 children are very tired so I need to be more realistic about what I can expect from them. I have learnt not to expect written recording during the last session of the day. (S1, S4)

I still find the numeracy set hard work, but since I have started a fourth group to split up the more able children, the lesson has been more manageable. (S1, S5)

Targets:

- *Avoid recording during the last lesson.*
- *Continue demonstrating and involving children in repeating instructions*

I have learnt the importance of planning this week because my teacher had some time off and I was teaching lessons I had not had time to prepare. This was quite hard, but it was worthwhile. I hope the children still managed to get something out of my teaching. (S4)

I find my observation notes crucial for helping me to assess the children's learning. I use them, as well as the completed work, to inform future planning and to update records. (S6)

My teacher and the music specialist have advised me to try playing music in the classroom occasionally as it has a calming effect on the children. I must admit it has a calming effect on me. (S7, S8)

A major change I have tried this week is to sit the children on the carpet roughly according to size, so their view is not blocked. This has been successful in introductions and plenaries. Children like having their "own" place. (S7)

Targets:

- *Involve children in self-evaluations of their work. This has been done verbally so far, but does not always involve all children.*
- *Provide as much variety in teaching as possible to sustain concentration.*

I find PE difficult to assess because there is no recording by the children. It is not practical or safe to take notes during the lesson. If I have children sitting out I ask them to write down or draw a picture of what is happening in the group I have asked them to watch. This involves them and ensures that the children working are on target because they know they are being watched. (S6)

I am continuing to keep assessment records in all areas of the curriculum and have noticed patterns emerging. I have used a specific assessment sheet for maths this week, which I designed for purpose. (S6)

Target: Fill in school reading records and ask for permission to photocopy for my files.

I am finding it easier to work with other adults in the room. At first the children would still go automatically to the class teacher as the first port of call. Gradually, however, they are coming automatically to me when I have been the lead professional, as is the classroom assistant. (S7, S8)

I plan for adult helpers and share this with them. I also give them a recording sheet for them to complete on the children they are working with. I can see the improved impact on the children's learning, through working as a team with the other adults. (S8)

Target: To explore and exploit the benefits of working in a team with other adults.