

Name -

Notes from Observation - TRG East Midlands South

Date-

Features of a lesson

Teaching the whole class together

Small steps

Precise use of mathematical language

Speaking in full sentences

Opportunities for children to go deeper

Analysis of strategies

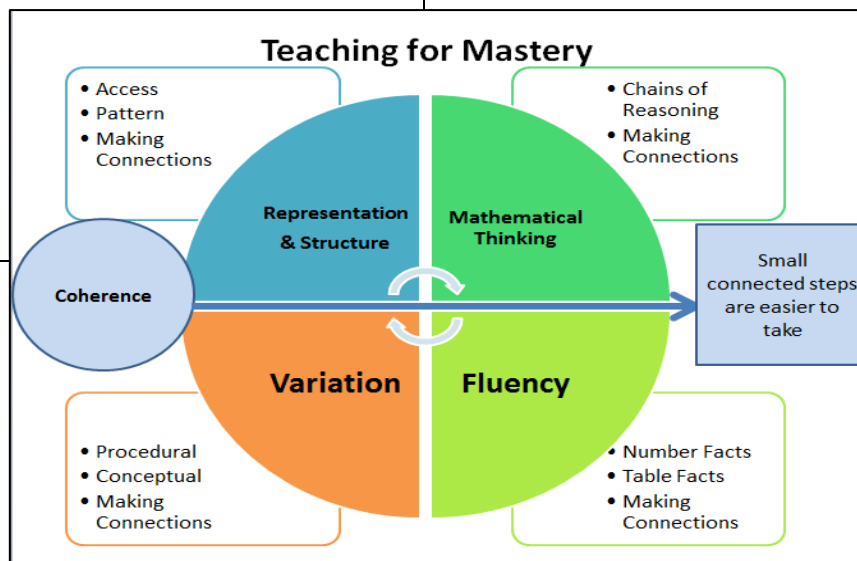
Discussion

Variation - concepts

Variations – procedural

Small focus

Misconceptions addressed and planned for



Post lesson discussion prompts:

What struck you about the lesson? What did you notice?

Where did the lesson start, where did it go to and where did it end?

Focus on a particular big idea or some of the questions below:

- *Variation – any examples of procedural/conceptual variation - what was their value?*
- *How were particular features of the lesson supporting the children to learn the mathematics?*
- *What scaffolding was there that allowed all the children to engage? Did this work?*
- *What challenges were there in the lesson to extend and deepen the thinking. Did this work?*
- *What aspects of the mathematics did the children find challenging. How was this addressed and/or how could it be addressed?*
- *How would what you saw influence your practice?*

Strategies / techniques / ideas to try in your own lessons:

Strategies / techniques / ideas to discuss with other teachers in your own school: