



Inclusive School Observation Form

Teacher: T

TA: TA

Date: 22.04.10

Class Year 5: 12xx






(Subject Area: **Cross-curricular (Science: adaptation)**)

Start Time: 11.00

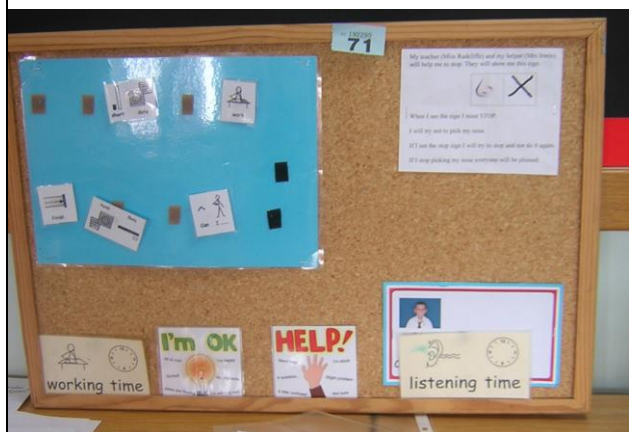
Finish Time: 12.00

SEN: **School Action PLUS : 2 children** (BESD2 – AA; LRB - BB)

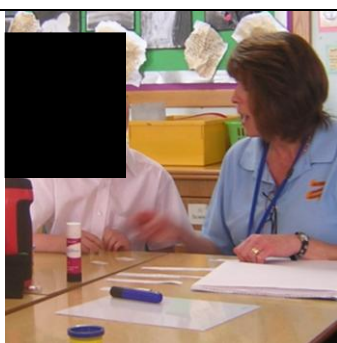
School Action: 8 children

Teaching	Comments
Lesson Introduction	Children came to the classroom in a fairly lively manner, but within a few seconds they settled down on the carpet with a clear lack of fuss. There was a very calm, warm atmosphere as the children quickly attended to their teacher. The child with communication difficulties was placed next to T to minimise distraction.
<p>Clear expectations for pupils' behaviour.</p>  	 <p>The pupils' own class rules were on the wall, as well as the clearly displayed school rules, and a prominently displayed poster showed the qualities of 'good listening'. The children were attentive from the beginning and joined in well. They were well behaved and quickly responded to instructions. There was no evidence of either off-task or inappropriate behaviour throughout the lesson. Remarkably, this was noticeably true of the child with BESD2.</p>
<p>Appropriate planning. Teacher makes clear the aims and objectives of the lesson.</p> 	<p>The objective of the lesson was written on the white board and colour-coding clearly distinguished the objective from the activities and sub-tasks which made up the lesson. (Lesson plan attached)</p> 
Teacher makes reference to existing knowledge and builds on what is known.	An earlier lesson was referred to, and T was careful to clarify all terms and difficult vocabulary
Pupils encouraged to take risks with their learning. Constructive help given. Positive language and feedback used.	Positive and encouraging language was used throughout by both T and TA, and every contribution received from a child was met by a positive comment, which encouraged further participation. This included the least able children in the class

Work is differentiated so that all ability groups can access the learning objectives e.g. oral contributions are encouraged, provision of alternative forms of recording, acknowledgement of different learning styles.



Pace of lesson allows for all learners.



Work was most obviously differentiated for BB, who had also benefitted by pre-teaching of the difficult vocabulary (*adaptation, habitat, appearance*, etc - some of which he was able to adequately define by the end of the lesson). When necessary he worked 1:1 with TA. This was smoothly and seamlessly managed with no disruption to the other children. This additional support included the natural use of STC signing to clarify meaning. When a short burst of 1:1 intervention was complete BB moved back to the whole group. BB also had a *work station* which gave him reminders of appropriate classroom behaviour. T also frequently checked that the child from the LRB and AA were keeping pace. In addition this was a very multi-sensory lesson which allowed access for every child in a very positive and enjoyable way.



It was clear that every child was engaged by the lesson, with no off-task behaviour. The introduction was kept quite short, and children quickly moved on to various partner discussions and group tasks that kept the pace lively and stimulating. The children were clearly excited about the *play dough* part of the lesson but were moved on to record in their literacy books with no fuss. From the beginning of the lesson there was good pace, with partner discussion (revision and reviewing of previous lesson) within minutes of the introduction. There was rarely any more than three or four minutes of *teacher talk* before another paired or group activity took place. All pupils participated, and the least able were sensitively questioned to ensure they were not left behind.

Key vocabulary/desk top aids are available to pupils.

Not in this lesson

Care is taken to ensure that pupil's cognitive ability is taken into account in any setting/streaming system.

For the most part children were mixed ability whether in pairs or groups

Flexible grouping allows pupils to participate and demonstrate their strengths e.g. peer tutoring, collaborative learning.

This was a strong feature of the lesson.

Well-organised deployment of support staff if available.

TA was subtle and pro-active in supporting all the children that needed help during the lesson, moving from 1:1 support and group work and back again, whenever it was necessary to aid understanding or move children on.

Some independence demonstrated by pupils.

Independent work was an expectation for all children, including BB. Who was set small scale tasks to complete on his own

Evidence of the use of ICT to support pupil learning.

Colour coded instructions simplified the information presented on the white board.

Pupils' attitude to learning.

Good attitudes evident throughout. There was a quiet industrious atmosphere when the writing part began. Children of all abilities felt able to make contributions at different stages.

Plenary-review of what has been taught, key point and ideas identified, links made to other work, homework set.

T started and finished the lesson with reference to the objectives and to follow activities, how the work would continue in future lessons.

Other considerations in addition to those above:

Some other good inclusive strategies were observed:

- It was noticeable that children with additional needs were quickly responded to when raising their hands, so they did not have too much waiting time (This was particularly gratifying as both AA and BB have had a history of 'shouting out' and being disruptive if they are not 'chosen'!)
- 'Give me five' worked well for gaining instant pupil attention, even when those pupils are very excited about a stimulating kinaesthetic activity and some have attention difficulties!
- The pre-learning of vocabulary and the pro-active nature of the work station meant that BB was much more independent than in previous observations - and he no longer gets up and wanders from his seat when he is 'left' to work on his own.



- The integrated approach to supporting AA has created huge improvements in his attitude and behaviour and again, in this lesson at least, the pro-active strategies and support meant that he responded entirely appropriately throughout despite his complex history of social and emotional damage.



Perhaps:

- At the plenary stage it may have been useful to allow the children a simple form of self-assessment eg to be able to give a 'thumbs-up' or not, in response to having moved on in their knowledge of adaptation
- Some sort of brain-gym or physical activity could be used when children were on the carpet for longer periods as was the case today (however I acknowledge there were lots of activities within the carpet time, and there seemed to be no fidgeting or off task behaviour for the 20/25 minutes they were on the carpet)
- BB could have an instant motivator on his workstation (e.g. a stamp for each independent sentence – or maths question – completed on his own) to encourage longer periods of independence.

Lastly, the lesson was overwhelmingly positive and a pleasure to observe (as well as to take part in!). It was very inclusive for all children – and clearly moved them on with their understanding of adaptation. Their thoughtfulness and creativity in developing their 'aliens' was a delight to hear and see.