

Lesson dialogue record (LDR)

Part A: To be completed by the Student Teacher before the lesson:

Documents to be provided in advance of the lesson by the Student Teacher:

Lesson plan (to be annotated on by observer)

Resources (as appropriate)

Information on pupil groups
(SEND; EAL; able; FSM/PP)

Seating plan (as appropriate)

Annotated version of previous
lesson plan and evaluation (as
appropriate)

Name	xxxxxx	School	xxxxxx
Subject area	English	Date of	7 th December 2022
Time of lesson	9:20	Sequence of lesson	First lesson of playscript unit.
Observer	Xxx and xxx	Key stage/ Year group	KS2/Year 5
Teaching space	Classroom	Number of pupils	Approx. 25

Professional Learning Foci (related to the Tracking Progress Document and taken from the WPLR):

- Behaviour for learning and classroom management
- Adaptive teaching – set lessons appropriate to a level which challenges all pupils

Part B: To be completed by the observer after the lesson:

Summary comments on the extent to which the lesson ILOs have been met. Also where appropriate, comment in relation to: High Expectations and Managing Behaviour (S1 and S7); Pedagogy in How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5); Curriculum (S3), Assessment (S6) and Professional behaviours (S8)

LO: to be able to identify the features of play scripts.

High Expectations and Managing Behaviour (S1 and S7)

- Calm/friendly environment in the lesson.
- All pupils demonstrated strong behaviour for learning and were engaged fully in the lesson.

Pedagogy in How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5)

- Group work was reinforced as part of the activity.
- Pupils with EAL were paired with a buddy to support decoding in reading.
- Support staff member effectively supported target pupils.

Curriculum (S3)

- Good subject knowledge demonstrated in writing unit (features of playscript).
- Misconceptions were addressed during teacher input.

Assessment (S6)

- Student teacher engaged the learners as part of the modelling task.
- AfL strategy used (thumbs up or down) to gauge understanding at the end of the teacher input.

Professional behaviours (S8)

- Strong relationship with the class.
- Worked collaboratively with other staff.
- Reflected on lesson during lesson dialogue/feedback

Summary comments on how the student teacher has demonstrated progress in relation to their Professional Learning Foci.

Behaviour for learning:

All pupils were engaged in the lesson and demonstrated good behaviour for learning and pupils responded well to the student teacher. There was good use of praise throughout the lesson.

Adaptive teaching:

Children worked in pairs to support each other with reading the model playscripts. Could the children have been scaffolded by having a list of playscript features which they could refer back to? How could the higher achievers have been challenged- rather than identifying features from a model example, could they have been asked to discuss the impact of the features on an audience?

Comments to inform next week's Professional Learning Foci (to guide discussion in WPLR meeting)

- How could lesson plans be used more effectively, especially in relation to the professional foci? Would identifying the different groups of pupils in the plan support with meeting all needs through scaffold and challenge?
- How could you have used the assessment opportunities in the lesson more effectively?
- Could the teacher input be broken down with mini plenaries? Could learning partners and talk opportunities have been established to reinforce prior knowledge, rather than knowledge being given directly by the teacher?
- Can children see the writing clearly from the IWB?
- Could visuals have supported the lesson and all learners?
- How could you have incorporated reading and modelling in the lesson?

The post-lesson conversations between the observing member of staff (usually the mentor) and the student teacher are crucial to the process of reviewing progress and considering professional learning foci to support the teaching of high-quality lessons. It is very important, after the lesson, that the observer supports the student teacher in analysing their own practice through the use of effective in-depth questioning, rather than providing a summary of the lesson. The observer should share best practice with the student teacher, but this should take place following the post-lesson discussion.

Discussion and questioning to be included in the post-lesson conversation:

- What do pupils know/what can they do that they didn't know/couldn't do at the start of the lesson?
- How did the lesson intend to build on the pupils' prior learning?
- What learning has taken place against the Intended Learning Outcomes (ILOs)? What proportion of pupils achieved your ILOs? Why?
- What did the pupils find difficult? How could you have planned for this differently?
- Did all pupils make progress? What comments do you have on the progress of the groups in the class (able, SEND, EAL, FSM/PP)? What evidence do you have of the learning? How do you know they have learned in the way you describe above?
- How did you use questions to check and support learning, as well as extending learning?
- How did you differentiate the learning for pupils in the class? How did these strategies help the pupils?
- Would XXXX (pupil) have responded differently/made more progress if you had set up the task differently?
- How did you know what the pupils learnt in the lesson? What strategy was most successful for this?
- **What other methods of assessment could you have used?**
- What were the key areas of subject knowledge required for this lesson?
- What are the possible/common misconceptions?
- How did the pupils respond to the learning activities?
- How did the pupils respond to you?
- What strategies worked well to engage the pupils?
- Could you have dealt differently with the incident with XXXX (pupil)?
- What do you feel was positive? Strengths related to your identified professional learning foci?
- Can you identify what you did that contributed to the positive outcome?
- What areas would you like to work on?
- Which parts of the lesson went well and why?
- **What was the relationship between the lesson planning and delivery? What do you need to consider in future planning?**
- What are the implications of this in relation to identifying Professional Learning Activities?