

### 

Lesson dialogue record (LDR)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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) |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| Name |  | School |  |
| Subject area |  | Date of |  |
| Time of lesson |  | Sequence of lesson |  |
| Observer |  | Key stage/ Year group |  |
| Teaching space |  | Number of pupils |  |
| Professional Learning Foci (related to the Tracking Progress Document and taken from the WPLR): | | | |

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) |
|  |

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

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

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 adapt teaching 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?