

Lesson Reflection Form

Teacher		Observer		Date	
Type of learners	14-16, 16-18, 19+, Apps, Employability Other:	Qualification type		Learners present	4
		Course level	E 1 2 3 4 M	No. on register	4
				No. late	0
Curriculum area	Childcare	Subject area	Maths	Observation duration	2.5hr

Context and focus

The first functional skills maths lesson for a new group.

Overall evaluation of positive, negative or missing impact

Positive impact

- Structure and content of the lesson was well planned.

Areas for further consideration

- What indicators did we see that might give us clues as to how comfortable and confident learners were feeling during the session?
 - What strategies might enable learners to feel more confident and comfortable with each other so that they are not held back by shyness and potential embarrassment?
- What might the impact on the shy girl have been of her counting the number of colours of Smarties incorrectly?
 - What caused her to make the mistake?
- What lesson opening strategies might capture learners’ imagination and interest, so that the lesson continually engages, revealing new discoveries and new learning?
- Do you have a sense of how many of your questions are answered by yourself?
 - A majority.. What impact might this have on learners’ keenness to answer questions?
 - How might their contributions be increased, and their understanding deepened?
- To what extent do you consider that learners may have a well-rehearsed dislike of maths when planning lessons? How might these barriers be overcome to build both confidence and enjoyment?

Additional overall notes to highlight, such as: room layout, temperature, E&D, maths, English, ILT, etc..

- Interrupting learners when they’ve been given a task can lead to the reduction in contributions from all learners. (E&D)
- The less-able learner’s numeracy interest and skills and confidence appeared to reduce as a result of the lesson. (E&D)

Strategy/activity	Impact on learning
<p>The tutor chose a good vehicle with which to illustrate his topics of averages and fractions. The scope and depth of his 'Smarties Investigation' enables learners to understand some fundamental mathematical principles using colourful and tactile activities.</p>	<p>However, the opening of the lesson did not stir learners' curiosity; learners appeared tentative and anxious. Also, did the lesson opening strategy reveal the learning objectives of the session in a sufficiently meaningful and engaging way?</p>
<p>Lesson opening. The teacher asked the male learner to read the instructions for the lesson. He interrupted him almost immediately, and again for the final sentence.</p>	<p>As this was their first lesson, was this the best introduction to maths? Did it sufficiently build the group dynamic? One learner didn't even know one of her colleague's names..</p> <p>The awkward tension throughout was not addressed effectively, leading to a reluctance to answer questions and a degree of embarrassment for the weaker learner.</p>
<p>The teacher asks questions to which he gives the answer. For instance: "And these questions, we answer them as?... Estimation numbers."</p>	<p>Does this sufficiently promote learner participation or reduce it? To what extent does this set up an environment in which it's okay not to answer the questions as they know the teachers will if learners remain silent..?</p>
<p>The teacher stopped the counting of the Smarties before one learner had finished sorting them into colour groups.</p> <p>The timing of the initial 'counting' question then led to a very basic and embarrassing wrong answer by one learner. The tutor then went on to sort the learner's Smarties himself, rather than giving her the chance to finish sorting and arriving at the correct answer.</p>	<p>All of this appeared to reduce the learner's confidence in the lesson. Subsequent questioning was not sufficiently supportive and there didn't appear to be any improvement in her confidence. She may well dislike maths more now than at the beginning of the lesson.</p>
<p>Etc..</p>	