

Using the Lesson Reflection Form

Overall conditions for the Evaluative Conversation

It is of the utmost importance that the teacher evaluates the difference the lesson makes to learners, aided and supported by the observer. For this to be effective, the teacher has to feel secure in talking about key issues without fear of recriminations.

The only link to the organisation's capability procedure should be an unwillingness or inability to wholeheartedly engage in a full and objective evaluation of the impact of the lesson on learning.

Preparation for the Evaluative Conversation

It is essential to get the tone of the Evaluative Conversation right from the start. Carefully consider the environment for the conversation, which preferably should be neutral (e.g. not at the observers' desk) and with no physical barriers between the two parties.

The teacher should be fully aware of how lessons are evaluated, for instance, by looking at how learners are different as a result of the experience. The better the teachers' and observers' vocabulary for 'difference made' or 'learning impact', the easier the conversation will flow.

Using the Lesson Reflection Form

On the reverse of the LRF, use the left-hand column to capture what happened in the lesson. A good level of detail will enable the observer to present scenarios to the teacher for their evaluations. Note the time at important points in the lesson. After each teaching strategy/activity/or element of the lesson draw a horizontal line right across the page. This breaks the form into a series of rows. In the right-hand column of each row, evaluate the impact of what you have seen. There are four impacts to look out for: positive, negative, missing or unintended.

As you become clear about your evaluations, or once the observation has finished, add them to the front of the form. Strengths can be written with appropriate judgement words, statements or questions; areas for further consideration should be written as either statements or questions.

Conducting the Evaluative Conversation

To conduct the evaluative conversation correctly, the observer must be genuinely interested in the teacher's evaluation. After setting the scene for the conversation, the observer might simply say: 'I'd love to know what you've written on your own evaluation form'. This may be the only comment the observer need make, as the teacher may then go on to cover all of the impacts noted on the observer's LRF.

Other useful general questions include:

- How are learners different?
- Which learners moved the most?
- Who moved further than you expected?
- I'm interested in what you think about...
- Keep going, great analysis..
- With hindsight, if you were to deliver that lesson again this afternoon, what might you do differently?
- If you had a time machine and go back and do the lesson again, where might you want more impact, or what might you do differently?
- Which learners moved the least?
- Who didn't move as far as you'd hoped?
- What else have you got on your reflection sheet?
- What's your take on... X
- Tell me about... Y

Often, a teacher will not have had the opportunity to consider the strategy/impact relationship as carefully as the observer. In these instances, the observer should use the front-page notes as prompts, either asking the written question directly, or presenting a 'scene' to the teacher for them to evaluate the impact. This strategy can and should be used for all four types of impact, including positive.

Recording the teacher's thoughts

Throughout the conversation, record the teacher's evaluations as these will form the start of their research work.

Teacher	A real, anonymised LRF	Observer	Tony Davis	Date	
Type of learners	14-16, 16-18, 19+, Apps, Employability Other:	Qualification type		No. present	
		Course level	E 1 2 3 4 M	No. on register	
				No. late	
Curriculum area	Public Services	Subject area	Map reading	Obs'n duration	1hr
Context and focus A theory and application lesson on map reading.					
Overall evaluation of positive, negative or missing impact					
<p>Positive impact</p> <ul style="list-style-type: none"> Those learners who engaged in the Battleships game were engaged and enthusiastic. Was the idea of this game introduced at the right time? The RAG rating exercise at the start helped to identify those learners who may need more help. Some learners did improve their basic map-reading skills. <p>Areas for further consideration</p> <ul style="list-style-type: none"> Tell me about the culture of respect between the teacher, peers and <i>learning</i>. How would you describe learners' willingness to engage wholeheartedly in learning? What sections of the lesson do you feel best illustrate this? How could the 'tone' of the opening of the lesson be described? Where did the teaching style sit on the continuum: learning facilitator - - - classroom police? To what extent did the opening of the lesson captured learners' imagination and engagement? How might this have changed if they'd been told about the Battleships game? What is the very typical answer to the teacher-question: 'Does that make sense?' Does this help evaluate learning and understanding? How could the engagement of the group of learners at the back right of the room be described? How effective were verbal instructions in setting up each exercise? Was everyone clear about what to do? Describe the stages when working 1:1 with learners. Was the demonstration of map reading technique designed to get learners to remember a process or think forward through the process? To what extent are you aware that there is continual low-level abuse between two learners? What did learners do when they finished an exercise early? Tell me about the room layout for the Battleships game. Who bought into it most wholeheartedly? Who didn't? In each instance, what was the proximity of the partnerships? For assessment to be formative it requires the discovery of an on-going action; articulated and action-planned. To what extent did the RAG rating in the plenary fulfil this process? What do you think learners will do between lessons? Are they sufficiently curious, interested or excited to work by themselves? <p>Areas for further consideration identified by the teacher</p> <p>I would like to:</p> <ul style="list-style-type: none"> develop the right culture in all lessons – the expectations for behaviour – get them to set high expectations of themselves improve the RAG rating system to enable learners to see what their next steps should be find a different way of assessing rather than the 1:1s, so that I don't lose learning momentum find strategies to engage the disengaged learners find strategies to push learners further forward and achieve more in lessons experiment with seating patterns to build more social relationships. <p><i>[NB. The evaluative conversation was conducted during a training day and had to be cut short.]</i></p> <p>Additional overall notes to highlight, such as: room layout, temperature, E&D, English, ILT, maths, British Values etc..</p> <ul style="list-style-type: none"> Poor social integration of white and Asian learners Poor levels of lighting for detailed map reading No note-taking to aid reflections 					

Strategy/activity	Impact on learning
10:30 In at the beginning.	
T: 'Hats off, coats off!' The teacher physically tried to remove a learner's hat. L: 'Don't do that! I'll do it myself!'	A very brusque introduction to the session, setting a tone of anger and conflict from the off.
T: 'What did we do last lesson?' No answers from learners, so the teacher answered his own question: 'We looked at map reading.'	There hasn't been any activity to establish a healthy brew of interest or social bonding. The teacher is struggling to establish a good start to the session.
As the computer is loading, the teacher asks the question again. This time, there are more contributions.	Could the computer have been set up before the start?
One learner is whistling, appearing to attempt to wind up the teacher? It's the boy with whom there was the altercation above.	This group is missing a sense of respect for the lesson, the teacher and the learning.
One boy has his headphone in.	As learners have not bought into an established learning culture/classroom etiquette, the teacher is constantly being the 'police'. This is perpetuating the antagonistic culture. [You may wish to consider the speed at which you can move from 'police' back to 'enthuser'. There's a tendency to stay in 'police' mode.]
10:38 Learning outcomes given. <ul style="list-style-type: none"> To be able to give a 4 and 6 figure grid references Describe the use of grid reference, the benefits.. T: 'Is that okay? Good.'	Has this captured the learners' imagination? Does the question help? [What would have been the impact of mentioning Battleships at this stage?]
Good RAG rating exercise to get a sense of where learners feel they are: some have no experience, many have a little.	Helping to establish the reason for the learning.
Explanation of National grid.. T: 'Does that make sense?'	Take care with this type of question as it doesn't produce anything valuable.
10:41 One learner is spending all his time trying to refit his watch strap (short hair, Asian, at back right)	Disengaged learners
	The lighting level is very low for looking in detail at the maps. Is the lighting appropriate for the exercise?
The boy next to me is neither in a pair no has access to a map.	Learners are not using their own initiative to prepare themselves for learning.
Paired exercise – to find a grid reference. The pairing doesn't appear to have been organised well.	The boy next to me is looking at his phone. The three Asian boys at the back are still working on the watch.
The teacher is now helping each group. Where they don't appear to understand, the teacher is telling them what to do.	Care should be taken not to fall into using 'telling' as the pedagogy strategy. This does not allow the teacher to know the level of understanding, and does not make learners think for themselves.
10:46 Learners asked to assemble around a central table for an explanation of grid referencing. (This is due to computer malfunction.) One learner is very reluctant to join the group – head in his hands. The teacher repeatedly asks: 'Does that make sense?'	Around 4 learners are very disengaged. The explanation is focused on learners <i>remembering</i> a process rather than <i>thinking through</i> the process. Imagine starting with something like: 'What do you think these numbers are for at the edge of the map?'
Every time the 'angry' learner passes the boy next to me, he hits him.	Low lever abusive behaviour is ever present with this learner. (3 hits over the course of the lesson)
Learners are now working in small groups. When the teacher works with individuals, he does ask some good coaching questions, but in some instances then gives the answer.	It's difficult to see from these interactions if the learning of all learners is being demonstrably developed. After direct instruction, there is little or no testing for demonstrable understanding.

Most groups have finished their task quickly or not completed it, but are now distracted.	Is this due to lack of ambition in the task, or a lack of extension work..?
10:55 The teacher asked if learners had played Battleships.	The moment he did, the room went quiet. This is clearly something they are interested in. Great stuff.
The room is being rearranged in preparation for the game. The 'watch' learner from the back is reluctant to work with 'that weirdo' at the front.	Again, more evidence of poor social bonding as a group.
10:58 Ross arrived.	
The teacher is now explaining the rules for the game.	Most learners are engaging well with preparing for the game. However, the two boys behind me are disengaged, and the 'watch' boy has returned to his seat at the back rather than staying at the front as requested.
The teacher is keen that learners 'moderate their volume', but has sited most partners at different sides of the room.	Splitting up the social dynamic of the 'playing' has failed to create the conditions that will engage the most reluctant learners.
11:05 The teacher has just discovered that the boy behind me is not in a partnership.	Significant lapses in learning momentum.
	Those learners who have engaged in the game are having a great time, and practising their grid referencing skills.
11:07 The teacher is still trying to establish partnerships, even though we're now well into the game.	Poor learning momentum caused by the rather rushed and hectic set up of the game. The 'watch' boy is now sitting on a bench and texting.
11:11 The 'angry' learner has left the room without asking permission. He then returned and took another learner out with him.	
11:16 Learners are going back to their original positions in readiness to see who won the game.	The 'watch' learners has now left the group as well to join his other two friends.
11:17 Not sure if the winners of the game have been identified, but a video is now being played showing how to read a four-figure reference.	Take care not to miss the payoff..
11:18 Teacher: 'Did that make sense?' Ls: 'Yes'	Again, this answer is not to be trusted.
The teacher referred to the Battleship sheets as formative assessment.	However, for it to be formative, it would have to lead to a specific development point, intrinsically understood by learners. Instead the focus is simply on asking learners if they understand.
The three learners who left the room have been asked to stay behind at the end.	The tone of voice used suggests this is punitive, causing some concern and angst to fuel their issues. How would this have changed if the way this was said was as a positive – so that they are not being disadvantaged?
The RAG rating suggests some have moved one position, though most still amber.	None appeared to use 6-figure referencing.
11:23 The teacher is now working the room, checking that each learner can complete the exercise.	When working with individuals, the teacher over instructs if they can't do the task. Before and after the teacher's check, the learners are left with nothing to do and are becoming increasingly rowdy.
11:29 The teacher is telling learners about next lesson. No work has been set or inspired for personal study.	This is being done as information giving, rather than creating curiosity.
11:30 End of lesson.	