|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Millthorpe School History Department Learning walks** | | | | | | |
| Date | Drop in by | Teacher observed | class | Time/ lesson | Observations | Follow up |
| 2/10/2013 | SGB | LDW | 11/3/hi2 | P3 1st 20 mins | Class were engaged, lots of hands up for Q&A session. Saw revised USA lesson that I had planned, wanted to see how it worked. Only just started Unit 2 topic so books were not marked (just finished controlled assessment)  Looked at some yr 7 books at back of room. These were well marked with tick and target with clear next steps. Now need to see students responding to these steps.  Yr 11 students seemed to understand basics of US government organisation. | I left before masked debate, spoke to LDW about how it went afterwards. Positive feedback from some of students. |
| 3/10/2013 | SGB | ARB | 11/3/Hi1 | P1 Middle 15 mins | Class were doing lesson 4 of new SOW for USA. Podcast was playing explaining why USA had a boom &students were using this and books to make notes in book. ARB then gave them a chart to complete of key features. Students said podcast was useful but liked to combine with own notes. Only had 3 lessons (1 double & 1 single) ARB had collected homework in to mark, so no marking in new books yet.  Class are engaged, working in silence. Good atmosphere. | I suggested that the students peer assess an exam style question that is in lesson 5 next week. |
| 18th Oct 2013 | SGB | ARB | 8 n3 | P2 10.10 – 10.25 | A real buzz in the class room. Students were jotting down ideas that make a good historical fiction. ARB then did feedback, referred to last year’s Black death fiction. Use stamp to reward answers & highlighted those answers that linked fiction into good history fiction – using evidence and fact. Some individuals are thriving & want to be seen to be doing well – e.g. Piotr Senald. He’s very keen to let me know that he has already surpassed his target from last year.  Books marked well – one piece is levelled. Clear evidence of students been given time to review and act upon feedback. This feedback has in places been verified by ARB & needs checking for others. Good clear labelling of feedback by putting title: ‘my chance to improve’ – this shows that the turnaround of doing work, marking and doing feedback is timely as it flowed on piece to another.  Some students have filed in tracker sheet at front; others still need to do this. | Share good practice of lay out of feedback with rest of dept  Also need to ensure all students complete tracker. |
| 18/10/2013 | SGB | LDW | 8n1 | P2 10.30 – 10.45 | A real buzz of historical discussion was noticeable as I went in. students were working on collecting information in groups about working conditions in a factory 7 recording this information on sugar paper. One group I spoke to said that they hadn’t done this type of group work before but liked it, another group said they’d done this kind of thing a lot. Some were focussing on quantity rather than quality (their words). One group was actually organising work in to areas.  LDW was going round observing and talking to different groups & highlighting what would be useful to share in class feedback. Students knew that this was going to be used for the writing of Historical fiction. V pleased to see pupil centred learning and enthusiasm in this lesson. | Share ideas of how to present work. We got random notes, sorted and categorised notes and spider diagrams. Would help to share ideas at some point |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |