

Pupil Pursuit Proforma C1: Whole School Day Experience (Classroom Lessons)

Observation details

Observer's name: **Sebastian Nowak**

Pupil's name: **Ka-Yee Chan**

Lesson: **History – Industrial revolution**

Year: **6**

English proficiency level (see below): **Level C**

Instructions

Record observed actions and behaviours for each category in the chart. See **Proforma Sample C2** for a similar example.

English proficiency levels: A: New to English; B: Early acquisition; C: Developing competence; D: Competent; E: Fluent. To find out more about assessing proficiency in English, see: bell-foundation.org.uk/eal-assessment-framework

Category	Observed actions and behaviours
<p>Context</p> <p>Describe the context of the lesson</p>	<p><i>This was a whole-class History lesson on the causes of the Industrial Revolution. The teacher explained the topic using slides and asked questions throughout. A short video clip was shown. Pupils were asked to write notes and complete a cause-and-effect table. Key vocabulary was on the board. The pupil was sitting with peers and worked with the same partner during discussion and written activities.</i></p>
<p>Learning</p> <p>What learning is taking place?</p> <p>How is this evidenced?</p>	<p><i>The focus of the lesson was identifying the causes of the Industrial Revolution and linking these to changes in society and industry.</i></p> <p><i>Ka-Yee listened during teacher input and watched the video. She copied information from the board into her book. She completed the cause-and-effect table with some support. During paired talk, she gave short answers and used some topic words such as factories, machines and cities. Her spoken answers were brief. Her written work showed the main ideas but with limited detail.</i></p>
<p>Inclusion/Engagement</p> <p>Is the pupil included in the lesson? How?</p> <p>Is the pupil engaged in the lesson? How?</p>	<p><i>Ka-Yee took part in the same activities as the rest of the class, including paired discussion and written work. The teacher asked her to share an idea after she had talked it through with her partner.</i></p> <p><i>She stayed focused during the lesson, followed instructions and completed the tasks set. She watched the teacher when instructions were given and began work promptly. She appeared more confident when talking with her partner and asked them for help when unsure.</i></p>
<p>Adaptation</p> <p>Is content made accessible? How?</p> <p>Are tasks made accessible? How?</p>	<p><i>The lesson included visual support such as images and a video clip. Key words were visible on the board and referred to during explanations. The cause-and-effect format helped structure the information.</i></p> <p><i>The written task was supported with a table and sentence starters. A model answer was displayed on the board, which the pupil referred to while writing.</i></p>

<p>Language support</p> <p>What language supports are used?</p> <p>Are they effective?</p>	<p><i>Key vocabulary was displayed on the board. The teacher modelled answers orally and wrote an example of a cause on the board for reference. Sentence starters were provided for the written task. Pupils were given time to talk with a partner before answering questions or writing. She also had access to a bilingual dictionary, but she didn't use this.</i></p> <p><i>Ka-Yee used the vocabulary shown and was able to take part in discussion and complete the task. She needed extra time and support to add more detail to her spoken and written answers.</i></p>
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Findings

Ka-Yee was able to follow the lesson and understand the main ideas when visuals and scaffolds (ie. pair support, teacher modelling language) were provided. She took part in a pair discussion and completed the written tasks, using some subject vocabulary. Her answers tended to be short, and she found it harder to explain ideas in detail without support - . It was helpful for her to have time to talk through ideas before having to write. and from clear language support.

Recommendations

The lesson had a good focus on language and a variety of language supports were provided. This might be a good classroom for our SCIT students to observe.

- Continue to use visuals and display key vocabulary during lessons.
- Build in regular opportunities for paired talk before written or whole-class responses.
- Use sentence starters and writing frames to support longer explanations.
- Introduce key vocabulary before lessons where possible.
- Encourage the use of images and notes together to support understanding.