

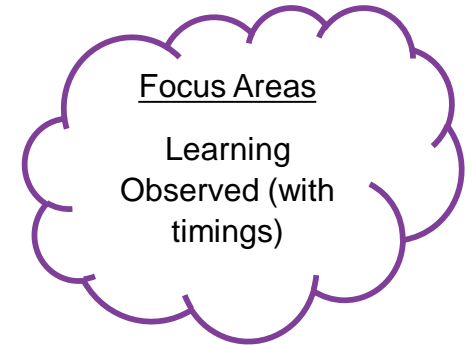
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Coaching

A form to provide constructive reflections and development ideas for staff.

Created by Swindon Academy Primary





Details of the lesson

Learning Observed (with timings)

Comments:

Came in on the end of build a sentence
13.18 - criss crossed legs hedgehog hands - really quiet following 1,2,3
What makes us different? using build a sentence

13.21 - reviewing learning from the day before - what colour are frogs? where was the frog sat yesterday?
Singing ♡ little speckled frogs - ommitting words for ch to fill in.
making own speckled frog puppets.
another child came over to ask a question - Vicki directed her to where she could find what she needed so that she could work independently.
how many children are there? Encouraging ch. to count along with her. How many frogs will we need?

13.24 - Ch. colouring frogs
Lots of lovely questioning.

13.28 - Encoraging ch. to put on and take off their own pen lids/cut their own tape
supporting ch. to hold scissors correctly.

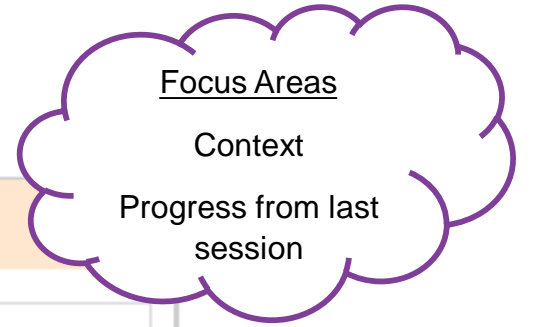
13.31 - Putting a child back on task - using 3,2,1
Ch. given 6 minutes to colour/stick lollipop sticks on.

13.33 - Singing song - Ch. encouraged to make their frogs jump in the pool when Vicki said their name.
How many speckled frogs left? Ch. to count how many are left?
Ch. cold called upon as there frogs jumped in the pool to say how many were left.

▼ 0 0 0 **Add +**

This focus area allows for the Coach to be able to make notes during the lesson they are observing. They can then reflect back on these notes when providing feedback.

Comments made by the observer in a focus area will pull through into the details report for easy access. They can also be exported if needed.






Coaching Feedback Notes

Context

Notes: What was happening in the lesson




Comments:
Reviewing learning from previous lesson. Colouring and counting.

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Progress from last session

Discussion about how previous coaching feedback has been implemented (1-2 mins)

Comments:
Previous coaching was used to help improve questioning.

▼  0  0  0 [Add +](#)

No outcome set has been used for these focus area. This allows for coaches to reflect on specific aspects of what they observed. Comments will be pulled through into the details section of reports and can be exported if needed.

Focus Areas
What has gone well?

1. Specific praise(1 - 2 mins)

What has gone well? Outcome: **Differentiation**

Specific praise T&L focus

Differentiation

Comments:
Differentiation is evident in all tasks. Modelling used well.

▼ 0 0 0 Add +

Outcome set
“What has gone well?”

Outcomes:
Assessment
Progress
Behaviour
Challenge
Engagement
Differentiation
Knowledge
Other

This outcome set also provides a great opportunity to encourage peer mentoring and in house CPD sessions.

Schools no longer have to use the traditional Ofsted grading any more. However, including a “What has gone well?” outcome can provide some great insight.

By using outcome sets with T&L principals, you can easily identify areas of good practice within the school at a glance.

2. Probe (2 - 6 mins) - Targeted questions

End Goal

What small change needs to be made to have an impact on pupil learning?

Comments:

Ensure you are challenging the more able to stretch and challenge verbal responses.

0 0 0

Add +

Analyse the Gap

What is happening at the moment and why?

Comments:

Taking first response from students without stretching or challenging their responses.

0 0 0

Add +

Close the Gap

How can you implement the change? Include practice and rehearsal.

Comments:

Peer observations with staff who are particularly good at verbal challenge. Research some CPD options?

0 0 0

Add +

Section titles have prompts for how long should be spent on focus areas. This encourages staff to not spend vast amount of time on individual focus areas and helps to regulate work load.

Focus Areas

End Goal

Analyse the Gap

Close the Gap

No outcomes have been used for these focus areas. This allows for comments to be entered which can be viewed in the details reports.



An outcome set could be added to this focus area to identify specific action steps required such as: CPD Needed; Repeat Observation; Support Plan etc.

3. Action Step (2 mins)

Action Step
What is our measurable Action Step? (Teacher to make a note)

Comments:
Research CPD options.
Peer observation of H. McKune

▼ 0 0 0 **Add +**


Comments in relation to Boys and Pupil Premium

Additional comments

Comments:
Boys and PP students are making good progress and are engaged within the lessons.

▼ 0 0 0 **Add +**

Staff can add reflections, resources and actions to records in view mode.
This allows them to set reminders, next steps and upload any resources or evidence of development.



What would this
look like in
reports?

Focus Areas
What has gone well?

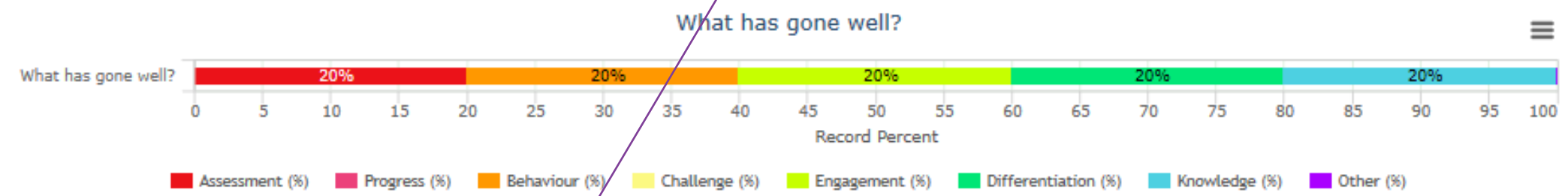
Outcome set
“What has gone well?”

Outcomes:
Assessment
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Challenge
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Other

What has gone well? ?

Focus Area Name	Assessment (%)	Progress (%)	Behaviour (%)	Challenge (%)	Engagement (%)	Differentiation (%)	Knowledge (%)	Other (%)	Record Count
What has gone well?	20.0	0.0	20.0	0.0	20.0	20.0	20.0	0.0	5
Total	1	0	1	0	1	1	1	0	

0% 100%

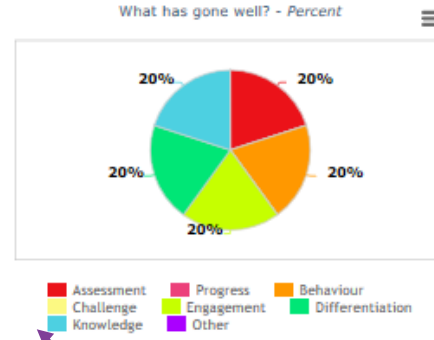
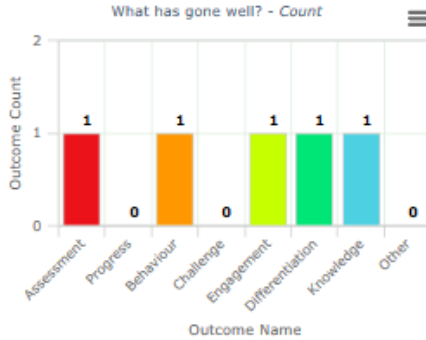


By using an outcome set of T&L principals, you can easily identify strengths within the school at a glance. It is also easy to identify and arrange opportunities for peer observations.

Focus Areas

What has gone well?

Outcome Name	Count	%
Assessment	1	20.0
Progress	0	0.0
Behaviour	1	20.0
Challenge	0	0.0
Engagement	1	20.0
Differentiation	1	20.0
Knowledge	1	20.0
Other	0	0.0



Outcome set
“What has gone well?”

Outcomes:
Assessment
Progress
Behaviour
Challenge
Engagement
Differentiation
Knowledge
Other

Detailed Information

Category	Key Stage	Subject	Staff																																				
Staff			<table border="1"> <thead> <tr> <th>Assessment (%)</th> <th>Progress (%)</th> <th>Behaviour (%)</th> <th>Challenge (%)</th> <th>Engagement (%)</th> <th>Differentiation (%)</th> <th>Knowledge (%)</th> <th>Other (%)</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>100.0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>0</td> <td>0</td> <td>100.0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>100.0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	Assessment (%)	Progress (%)	Behaviour (%)	Challenge (%)	Engagement (%)	Differentiation (%)	Knowledge (%)	Other (%)	Total	0	0	0	0	100.0	0	0	0	1	0	0	100.0	0	0	0	0	0	1	0	0	0	0	0	0	100.0	0	1
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0	0	0	0	0	0	100.0	0	1																															
			<p>Keane: Alexandra (AKE)</p>																																				
			<p>Kirkby: Emily (EKI)</p>																																				
			<p>Short: Kevin (KES)</p>																																				

Detailed information

Allows for leaders to filter results by category, key stage, subject or staff. This allows for easy identification.

Focus area reports.

If you click into focus area names (the rows of your table) you will be directed to these individual reports. Charts can be exported if needed.

This record was created in our demonstration school and all data is illustrative. No members of staff from Swindon Academy Primary were harmed in the making of this guide.