

Effectiveness of planning Clarity of intentions, quality of learning content, presentation				X+		
Assessment and evaluation of pupil's work in the class			X-			
Reflective teacher – Class reflections Continuous observations		x				
Overall	Excellent	Very Good x--	Good	Satisfactory	Problems to address	Student at risk of failure

Comments

1. Were the learning intentions appropriate?

Yes and no- what you had the students doing was correct but you have the learning intentions very task based and under the wrong headings.

Good to specify requirements –referring to art elements

Make sure to emphasise what achieves quality. What the characteristics of quality are.

1. Were they achieved by pupils? Why? Why not?

In the main they were

Questioning students on what to do next and distributing questions well led to ensuring student understanding

Students made the pots effectively.

3. What went well and why?

Good teacher presence.

Good use of names

Good dem to recap and good use of questions- need to prompt more- what do I do now? wait ask others.

Praised well but need to be more specific (lovely to see designs come to life- but how are they doing this? It's a lovely design – what is lovely about it?)

Very active in the class.

Good use of visualizer

Insisted on students raising hands – not shouting out (maybe do it with a reason)

Good explanation of score and slip

Emphasised cleaning up well

Strong classroom management

Showed what could go wrong and why

Good timing- gave good warnings

Good storage of clay- not enough reasons given for doing things – very instruction focused. Why the plastic bag – why seal it securely – why wipe down table etc...

Handout helpful

Strong visual aids.

4 What could be improved on?

Worried about covid compliance as you are doing a lot of handing out material and paper

Your own coil pot is not terribly even – spend time getting your technique down so it is a good example

Success criteria need to describe what good looks like- be more specific of the attributes of success – rather than just getting it done- structure that can stand /balanced/ resembles design.

Make sure to consider the cognitive aspect aedp- form.

Include an evaluation of every task and a whole class evaluation at the end – evaluate if the learning intentions have been realised

Recommendation & Overall comment

Pay a little more attention to planning with a view to maximizing learning .

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Digital signatures:

School Placement Tutor: _____

Date 4.5.21 _____

Student Teacher: *Brianna Marshall Grove*

Date: 05/05/2021

Please sign and date to indicate you have read this report