

Observation Feedback Report

John Leggott College: A2 Maths Lesson

Learning

- In the starter questions students draw on their previous learning to remember definitions or make sensible suggestions towards them.
- Most students appear to be able to draw a minimum spanning tree following the modelling and explanation of the process.
- Students respond well to a high level of challenge and seem confident to ask for help when needed.
- Students support each other – they strive to succeed, exploring terminology and the different stages of the process they are applying.
- Students are not afraid to make mistakes and know that they can overcome them with help. They are confident that this help will be available.
- Students need support to understand the implications of the process they are learning to apply but make good progress in these two stages. They are ready to consolidate this in further lessons.

Teaching

- The opening questions require students to explain their knowledge and understanding and revisit previous learning.
- The teacher encourages students to answer questions with confidence and explains complex concepts in every day language to help them access the learning.
- The teacher models the conversion of a network to a matrix and then challenges students to complete it. He explains and encourages the need for note taking for their benefit.
- Good use of ICT enables the process of applying the algorithm to be modelled stage by stage effectively.
- A mixture of modelling, explanation and questioning engages students well.
- The move to independent application of the algorithm challenges students significantly.
- The teacher moves around supporting students with clear explanations and encouragement.

- Mistakes are valued, explored and resolved.
- Drawing the class back together the teacher explores the concepts behind the learning to set the process in context.

The lesson is well paced, demanding and engaging for students. They make good progress in their application of the algorithm from matrices and are beginning to extend their understanding for forthcoming tasks.

On the basis of this evidence the lesson is good.

Key questions to explore with the teacher in order to address areas for further development could include:

- What else do students need to understand about the conceptual side of this learning? How will you lead them towards this?