

Lesson dialogue record (LDR)

Part A: To be completed by the Student Teacher before the lesson:

Documents to be provided in advance of the lesson by the Student Teacher:

Lesson plan (to be annotated on by observer)

Resources (as appropriate)

Information on pupil groups
(SEND; EAL; able; FSM/PP)

Seating plan (as appropriate)

Annotated version of previous
lesson plan and evaluation (as
appropriate)

Name	xxxxxx	School	xxxxxx
Subject area	English	Date of	7 th December 2022
Time of lesson	9:20	Sequence of lesson	First lesson of playscript unit.
Observer	Xxx and xxx	Key stage/ Year group	KS2/Year 5
Teaching space	Classroom	Number of pupils	Approx. 25

Professional Learning Foci (related to the Tracking Progress Document and taken from the WPLR):

- Behaviour for learning and classroom management
- Adaptive teaching set lessons appropriate to a level which challenges all pupils

Part B: To be completed by the observer after the lesson:

Summary comments on the extent to which the lesson ILOs have been met. Also where appropriate, comment in relation to: High Expectations and Managing Behaviour (S1 and S7); Pedagogy in How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5); Curriculum (S3), Assessment (S6) and Professional behaviours (S8)

LO: to be able to identify the features of play scripts.

High Expectations and Managing Behaviour (S1 and S7)

- Calm/friendly environment in the lesson.
- All pupils demonstrated strong behaviour for learning and were engaged fully in the lesson.

Pedagogy in How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5)

- Group work was reinforced as part of the activity.
- Pupils with EAL were paired with a buddy to support decoding in reading.
- Support staff member effectively supported target pupils.

Curriculum (S3)

- Good subject knowledge demonstrated in writing unit (features of playscript).
- Misconceptions were addressed during teacher input.

Assessment (S6)

- Student teacher engaged the learners as part of the modelling task.
- AfL strategy used (thumbs up or down) to gauge understanding at the end of the teacher input.

Professional behaviours (S8)

- Strong relationship with the class.
- Worked collaboratively with other staff.
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The post-lesson conversations between the observing member of staff (usually the mentor) and the student teacher are crucial to the process of reviewing progress and considering professional learning foci to support the teaching of high-quality lessons. It is very important, after the lesson, that the observer supports the student teacher in analysing their own practice through the use of effective in-depth questioning, rather than providing a summary of the lesson. The observer should share best practice with the student teacher, but this should take place following the post-lesson discussion.

Discussion and questioning to be included in the post-lesson conversation:

- lesson?
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- What were the main points of the lesson? What were the key learning outcomes (ILOs)? What