Completed lesson observation form

Evidence form – S5					
Inspection No	**Inspector's OIN**	**Date**	**Time of day**	**EF No**	
		/ /			

Observation type (please tick one box only)							
Lesson observation		**Work analysis**		**Discussions**		**Other**	

Focus (inspection trail or main purpose of the activity)	**Context** (lesson objective or description of activity)
Using iteration in algorithms design	*Preparation of problem solving (controlling of multi-objects movements)*

Information gathered for lesson observations only									
Year group (s)			**Grouping** (see footnote[2])	**MC SU SA SL O**	**Gender**	**Subject codes**	**IT**	**Present /NOR**	
					B G MI				

Evidence

The topic of this lesson was published by the school in the curriculum content section of its public website.

Children's own work diaries indicate progression from the last lesson (patterns formed through investigation of repeated angles).

The class was presented with a sequence of commands that directly control the movement of an object on screen. For example, FD, RT 90, FD, RT 90, FD, RT 90, FD, RT 90. Control of multi-objects would involve the repetition of long strings of commands.

Iteration was introduced.

More able students were challenged with nested iterations and explaining the outcome.

A set of tasks/challenges was presented for students to resolve.

Some students were bringing up their own problems for others to solve – the configuration of the classroom computers was sufficiently flexible for students to try out different application areas.

Evidence of SMSC

Time was allocated and opportunities were offered for students to share and discuss their observations.

The teacher created a positive climate of learning with children taking pride in their work.

Evaluation

Children's progress is consistently strong and evidence in children's work indicates that they achieve well over time.

Some children are struggling with the syntax and location of brackets during this lesson. This has been addressed through appropriately targeted support by the teacher.

Through teacher's intervention, many children understood the concept of iteration. This is demonstrated through the childrens' discussion and work.

More advanced children are able to apply their learning into different contexts/problems, but progress was varied and some are not reaching their full potential.

Use for grades if there is sufficient evidence:				Time spent in this lesson (minutes)		
Achievement of pupils		**Quality of teaching**		**Running EF?**	**Y**	**N**
Behaviour and safety of pupils		**Leadership and management**		**Number of lessons included in running EF**		
NQT		**ITE route**		**If yes, cumulative time (minutes)**		
ITE provider				**Special focus, complete if necessary**		

September 2014

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[2] Grouping codes: MC = Mixed ability class; SU = Setted, upper ability; SA = Setted, average ability; SL = Setted, lower ability; O = Other