

FIGURE 4.1 Lesson observation form

Teacher	[Redacted]	Date	13/10/25
Class	9	Topic	maths

Introduction

Lesson feature	Comment
Links to previous lesson	Revision supports new understanding (APST2.2 and 3.2) Revised area of square, rectangle, triangle
Learning outcomes made clear to students	LO on screen Intended learning made clear to students (APST3.1 and 3.5)
Motivating 'hook' to capture students' attention	Stand up, over here (@ side of class) What's this? (referring to 3D model) Discuss SA - if we want to paint the shapes, how do we go about. See *2 questions

Body of lesson

Lesson feature	Comment
Student learning	
Student engagement and participation	Some resistance but most students participating in their random groups
Lesson activities	a series of shapes - rectangular prism, cubes, triangular prism - students work out SA on whiteboard
Teaching strategies	Pick a card to form random groups
Questioning techniques	A lot of questions! Questions answered with questions
Classroom management	Shhh. Listen! Short, Sharp. Physical presence between groups. Intro @ side of class not front.
Use of resources	Whiteboards a great resource consistent with PL. Great to see in action.

Using the side of the classroom to move student attention was a good strategy. Use of few words with strong teacher voice worked well to regroup class when needed (APST4.2 and 4.3)

Conclusion

Lesson feature	Comment
Summary of key concepts/ideas	Split whiteboard worked example make your own notes Things to remember 4 key words
Links to next lesson	Linked to volume Links made to next lesson (APST2.2 and 3.2)
Achievement of learning outcomes	majority of class engaged with and succeeded in lesson activities

General comments / Questions to discuss with your mentor

*1 - Teacher kept putting new shapes down to support high achievers. 7 students not @ level but still participating. made use of teacher aide

*2 What's it called (referring to ). How many sides? What shapes are the sides? focus on this side  - what's the area? Are there any others in the shape that are the same? Which side? What's next? And what is it the same as? What about the other side? What do we do next? etc
Right, that's what you will do in groups @ the whiteboards

A challenging class with many students below the grade level, but the activities enabled students to participate (APST1.5 and 1.6)

In this observation, a notable strategy was the amount of questioning. Even student questions were responded to with questions. For most of the students, this was effective in supporting understanding of the topic. (APST3.3 and 3.5) I did however notice that approximately 25% of the students were not answering the questions and sometimes the teacher had to answer his own questions. I discussed this with my mentor and he mentioned that year 9 can be a challenge to use questioning and sometimes using a combination of think alouds and questions for this age group to keep the learning progressing forwards is a good strategy (APST1.1, 3.3, 3.5, 4.1, 6.3, 6.4) Another strategy was getting the students on their feet and working at the vertical whiteboards. This did make a difference to the amount of engagement. (APST4.1) with most students participating more enthusiastically than other year 9 maths classes I had observed. This strategy was particularly helpful for students who struggled to sit still and might not otherwise be so involved (APST1.5, 16 and 4.1) and it is one that I will try to consider in my future practice (APST6.3 and 6.4).