LESSON OBSERVATION SHEET D3

University of Sunderland	
Trainee Name: Yi Lu	Subject/s: Film Studies (Secondary)
Setting: QSI International School of Shenzhen, China	Age range/phase: 14-17 years
Date: 4 November 2024	Observer: **Leigh Smith**

Preamble:

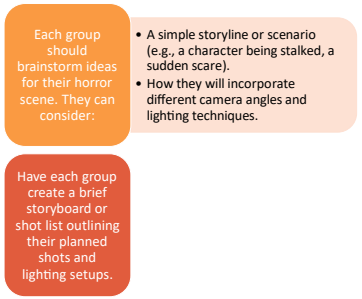
This is a PPT lesson review (D3) based on an observation of Yi Lu at QSI International School of Shenzhen, China







Core Areas: (Observer - highlight which core areas have been evidenced during the lesson)	Link to Teachers' Standards	**Feedback on session observed – herein the observer will comment on the lesson observed in line with the five core areas.**
Behaviour Management	TS1, TS7	**Comment on setting of appropriate expectations and behaviour management:** *Set clear and high expectations based upon shared values. Build relationships and establish mutual trust in a safe and secure environment. Positive reinforcement and developmentally appropriate resources and/or strategies used. Pupils contribute appropriately and are motivated to participate.* Yi Lu brought the class together in a very pleasant and welcoming manner. She made a note of absentees and then outlined the nature of the lesson and the learning objectives… 'students to learn about camera techniques, specific to horror filmmaking'. The lesson took place in the well-equipped film room, which reflected a relaxed but creative atmosphere. Yi Lu demonstrated a  Yu Li presents the lesson's objectives

		positive and enthusiastic approach to the delivery of her subject, and her feedback to students was always positive, encouraging and supportive. The relationship between Yi Lu and her students appeared trusting and mutually respectful. The film room presented as a safe, well equipped and stimulating environment.
Pedagogy	TS2, TS4, TS5	**Comment on key points emerging from the session – pedagogy:** *Build upon prior knowledge to consolidate learning, addressing misconceptions where prior knowledge is weak and introducing new material in steps linking to previous learning. Explicitly teach metacognitive strategies linked to subject knowledge. Utilise effective questioning, groupwork, modelling and scaffolding to support pupil learning. Teaching is adapted to meet the needs of all learners in a responsive way including providing targeted support to pupils where required.* This lesson formed part of a scheme of work (Unit 3 of 10 units) and, as such, built upon prior learning. The lesson began with a review of previous student work on the making a video commercial. This enabled Yi Lu to remind students of previous skills learned and laid the foundation for progress during this lesson. Yi Lu adapted her teaching to meet the needs of these (multi-age) students, in that she treated all her students as mature and serious students of filmmaking. As a consequence, the students responded in kind… as serious, interested and motivated students. Yi Lu specifically taught the skills required for her students to successfully progress with the task presented to them, expertly using video clips and ppt slides to support her exposition. The class had a relatively large range of ages, but Yi Lu's positive and enthusiastic delivery, ensured all students were engaged in the lesson and contributed appropriately.
Curriculum	TS3	**Comment on subject knowledge and curriculum:** *Demonstrate a secure knowledge of the subject explicitly teaching pupils the knowledge and skills they need within the subject. Carefully sequence teaching to ensure pupils learning through linking ideas to existing knowledge whilst assuring pupils master foundational concepts and knowledge before moving on to new material.* Yi Lu demonstrated excellent knowledge of the topic. She taught in a calm and confident manner, well supported with videos and ppt slides, linking ideas as the lesson progressed. Yi Lu expertly modelling the use of lighting and camera angles. Following her exposition, the students, working in small groups, were given the task of creating a short horror film. The students were given all necessary information to support the creation of their horror film. The process started with each group constructing a story board and then being free to create their horror film. This was an exciting lesson to observe as students took charge of their own learning. **Planning Phase (15 minutes)**  Example of informative ppt slide

Assessment	TS6	**Comment on assessment strategies planned for and used during session:** *Prepare and plan for appropriate assessment being clear about its use. Assessment is used to inform decisions including support for pupils and adapted planning. Provide high quality feedback, whether written or verbal, which is clear and accurate, providing specific guidance on how to improve. Pupils use feedback to monitor and regulate their own learning.* During the main activity, Yi Lu moved around the groups to support their storyboards and assess progress. During the plenary session, each group shared their ideas so that all students could critique their fellow students' work. At this time, Yi Lu asked pertinent questions to each group about why they had chosen a particular camera angle or lighting. This class will also be assessed through the students' individual portfolio website, which contains all the video clips they have made and their associated reflections. The course is also assessed by quizzes and tests, contributing to grades for each unit and a total grade at the end of the year. Yi Lu also informed me that there is a school film festival towards the end of the year, when the whole school community gather to watch the films created by the students. Impressive.  Yi Lu supports and assesses
Professional Behaviours	TS8	**Comment on professional behaviours:** *Leading and supporting additional adults to promote effective outcomes; role modelling professional behaviours to fulfil wider responsibilities.* Yi Lu conducted herself in a most professional manner for the duration of the lesson. Her relationship with her students was mature, positive and mutually respectful.

Comment on level of planning and preparation for the session: *Planning is sufficiently thought through and detailed including consideration of adaptations for the range of learners and their needs. The lesson is relevant within a sequence and learning is planned for which reinforces previously taught concepts, addressing misconceptions and building upon next steps in learning. Appropriate assessment is planned for. A range of approaches are included to support learning as deemed appropriate, this may include opportunities for modelling, scaffolding and feedback to students.*

Prior to the lesson, Yi Lu presented me a lesson plan which identified the lesson's learning objectives (camera angles and lighting techniques) and which outlined the nature of the lesson: introduction, main activities and plenary session. The lesson had been well-planned and very well prepared. Assessment opportunities were not only built into the lesson but were well identified in this topic and in the course as a whole. It was a pleasure for this observer to watch the lesson develop and see students so motivated to achieve. Well done.

Trainee's reflection on session and feedback received:
Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research.

Strengths of lesson: What did the trainee do well to impact on pupil learning? e.g. Use of questioning, stretch and challenge, adaptive teaching, behaviour for learning etc.
1. A serious, mature approach to the study of this subject
2. Calm, confident and encouraging delivery with teacher exposition well supported with ppt slides and appropriate video clips
3. Student interest and involvement in the class

Areas for further progress: What could the trainee do to improve the quality of teaching and learning?		
What *(is to be addressed)*	**How** *(it is to be addressed)*	**Timescale** (on going, next lesson, next observation)
Nothing significant		

Signed: (trainee):

Date:



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