**Student teacher 1**

The lesson started well with all pupils entering the room quietly and getting out their planners. The equipment for the practical group activity (treasure map using coordinates) was all prepared on the desks.

**The starter activity** – all pupils were on task, although when we asked for answers to the questions, two pupils, James and Hattie, hadn’t got an answer. I was surprised at this because we had covered how to work out coordinates last lesson.

**Main task** – The movement of pupils into groups was a bit haphazard and it took two of us to make sure they were all getting on, which meant some groups didn’t start the task for quite a few minutes. Next time we need to think of a better way to make sure they all start quickly.

Unfortunately, James and Hattie ended up in the same group, which slowed the group down, as they hadn’t done the starter activity. We need to ensure that pupils who haven’t grasped the basics don’t end up working together in pairs as it leaves them stuck. Maybe we should have had larger groups?

**The plenary** – Groups 3 and 4 only got as far as identifying the correct island. Groups 1, 2 and 5 had found the treasure and started to plot a coordinates route back to the mainland. Hattie was able to explain to me how to find a coordinate at the end of the lesson. James could with some help, but this needs to be followed up next lesson.

**Pupil learning** – all pupils, except for James, met the objective of using the coordinates to find the treasure. The majority were on task most of the time and were working cooperatively together.

Things to change for next lesson:

• develop a strategy for getting the groups working quicker

• make sure James continues to practise using coordinates (next week, differentiate the work)

• consider group size and make-up to ensure all can get on.

**Student teacher 2**

Hattie and James didn’t complete starter activity and struggled in main task.

**Issues:** Did they understand? Did they not understand last week’s intro to coordinates? No evidence of off task behaviour as class was silent but Sasha [mentor] did mention James’ daydreaming habit. Hattie, according to targets and past achievements should be fine. Was something else going on for her? Was the specific task highlighting a gap in her confidence or strengths? (It was a very different task to the text based activities of previous lessons.) Grouping James and Hattie together – missed opportunity to work intensively with them. We had a warning at the end of the starter that they might struggle but we were distracted by other groups not getting on quickly.

**Actions:**

• Discuss Hattie with her tutor, maths teacher, Sasha and, at start of next lesson (which will carry on coordinates activities using OS maps), ask Sasha about the topic/her strategies for using coordinates etc.

• Develop starter that checks individual understanding (James / Hattie) – needs to be differentiated. Need to record and act on outcomes during the lesson to support progress.

• Assign one of us to monitor James and Hattie’s group throughout the lesson – test out theory about James daydreaming.3rd Party article or extract not included in body of unit.