

Feedback



PEER
REVIEW

11 April 2019

Download the PowerPoint slides using QR Code Reader



www – Lesson Plan & TRF

- LO & s2s written in LP
- Punctuality in submission
- Have students marks recorded
- Well organised
- Lesson plan is Episodic (Starter / main / plenary) and continuum (Flow linking the lesson in a week)
- Few evaluation done



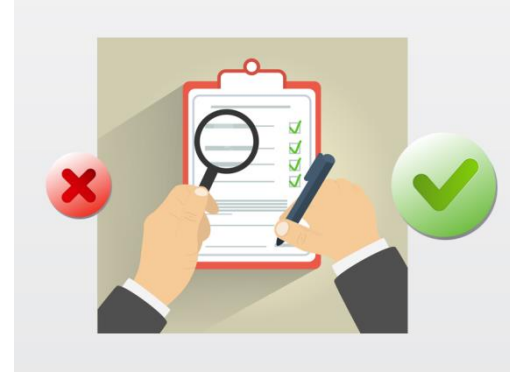
www – Lesson Plan & TRF

- Structured lesson plan
- Good record of stayback / PD
- Some include a record of CCA activities
- Out of 4 classes entered, 3 provide their LP
- LP aligned with SoW

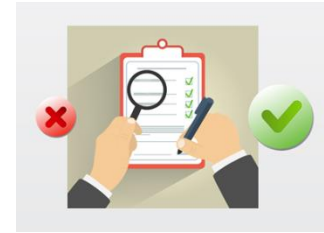


ebi – Lesson Plan & TRF

- Standardised lesson plan
- Focused more on differentiation
- HOT questions need to be provided
- Consistency in lesson evaluation
- Too general (some)
- Follow up remarks from last week's evaluation in LP following week.
- Can include target marks for the subject
- Starter need to be creative



ebi – Lesson Plan & TRF



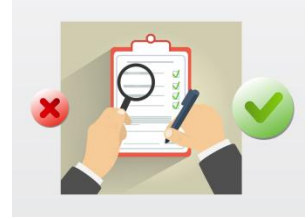
- Need to reflect students' achievement
- Should be given specific date for the lesson and not the whole week's date
- May use LNCP format
- Do more interesting differentiated approach
- To avoid the use of revision, can focus more what skills that teacher wants her students to achieve during the lesson.

www – Learning Objective

- LO is clearly written on board / projected
- Clear and concise objectives (Student-friendly words were used)
- Most Los are very focused and detailed.



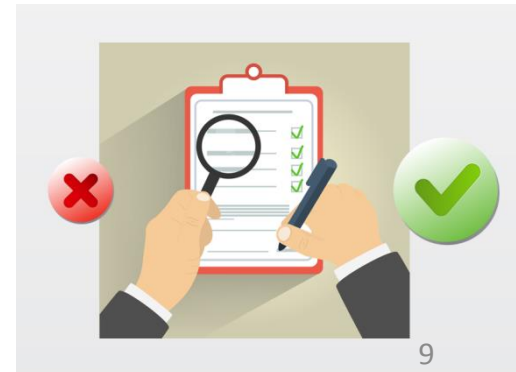
ebi – Learning Objective



- LO is not shared & modelled
- For Lower Ability class – Teacher could use a less ‘difficult words / phrases’ e.g. instead of ‘define’ teacher could use ‘Give the meaning’
- Students copy them down or printed on notes for their copy for revision
- Reduce amount of LO (More achievable)
- Revisit the LO either along the lesson or towards the end of the lesson

ebi – Learning Objective

- Even though the HomeRoom belong to a teacher, need to shared space on whiteboard for other teachers to write their LO
- Too many LOs written on board
- Contents of the lesson need to match with LO
- Clearly use the Bloom's Taxonomy

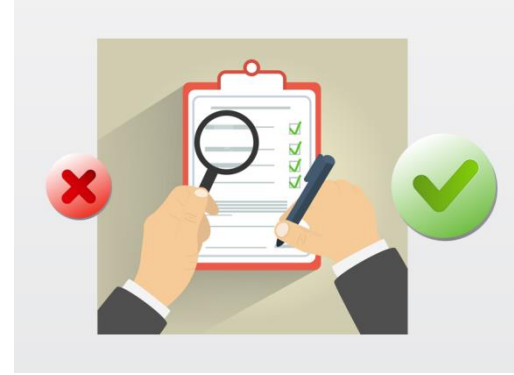


WWW – S2S

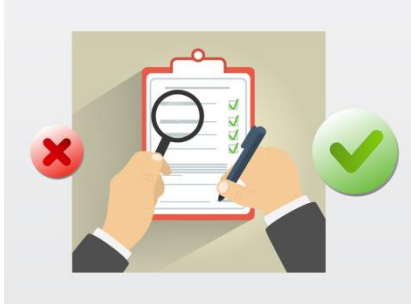


- s2S were clearly written on board / projected
- Easy for students to understand (student-friendly phrases)
- Linking to LO
- Some classes, teachers tick s2s after it is taught
- 1 class did revisit s2s as part of plenary session

ebi – S2S






- s2S need to be shared to students
- One lesson write it more to activities and outcome.
- Need to be revisit
- Students could contribute the s2s based on LO (a form of dialogic teaching – students have a say on their learning)
- Still need more practice as the teacher are still confuse the meaning of s2s



ebi – S2S

- Student copy the s2s as a note for revision later
- Discussion on s2s not found
- Noticed different s2s presented on board
- Should not list the activities but use verbs listed in Blooms Taxonomy
- S2s should focused on criteria instead of instruction

Verb Wheel Based on Bloom's Taxonomy

-  Domain
-  Appropriate verbs
-  Student products



www – Teaching approach

- Like the Gallery Walk (Maths)
- 3 lessons have teacher-students interaction and another 1 using slides and group work
- Lecture style but there is interaction
- Recaps / review – triggers prior knowledge
- Questioning technique – asking HOT question, wait and think time given and used.
- Strategies used – Mind mapping / Gallery walk / Peer Assessment (AfL)



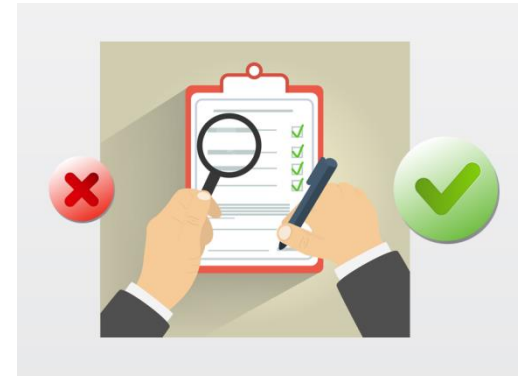
www – Teaching approach

- Most class do revision
- Most lesson uses collaborative learning approach (Groups & Pairs)
- Use activities such as Think, pair and share & Jigsaw
- Teacher use coloured pop side sticks to group students



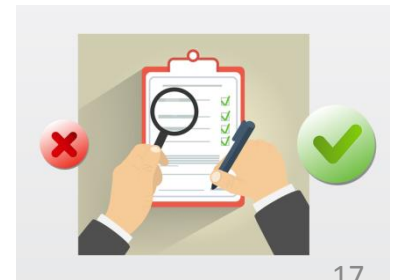
ebi – Teaching approach

- More dialogic teaching
- Less chorus response
- Reduce teacher-talk only
- Use more readily available resources
- Thumbs up and down – student understanding
- More HOT questions
- Shared the answer / working using mini whiteboard



ebi – Teaching approach

- More pd on teaching approach
- Aktibiti boleh dipelbagaikan lagi (More varieties teaching approach)
- More student centered
- Encourage students to talk confidently
- Provide different task according to student's ability
- Verbal motivation / incentives



What next?

- Preparing an Action Plan :-

1. LO and S2S
2. Teaching approach
3. TRF – Evaluation & Consistency of submission



Submit the Action Plan by
18 April 2019



feedback