

# RM Easiteach Classroom Observation Sheet

	Subject <b>Science</b>
Age Group/Year <b>Year 1</b>	School <b>SR Bengkurong</b>
Date of observation <b>09 May 2015</b>	

## Key assessment objectives

Teachers:

- Show appropriate use of RM Easiteach
- Demonstrate competent understanding of RM Easiteach features
- Demonstrate a well-planned teaching session
- Demonstrate good use of questioning techniques to ensure all pupils are engaged in whole class interactive teaching,
- A good balance of activities verses information delivery within the use of RM Easiteach
- Demonstrate good classroom management of pupils

Pupils

- Demonstrate confident use of the Interactive technology
- Are enthusiastic about learning
- Are able to talk confidently about what they have learned

For each of the above points below are some examples of what the evidence might look like

### Show appropriate use of RM Easiteach

RM Easiteach has been chosen to do a recap of lesson on living and non-living things. There was a good balance of text and images to aid the discussion.

The RM Easiteach and the verTable were used to effectively assess student learning and allowed for reflection of learning by students as well as the teacher. Assessment was an integral part of the lesson.

### Demonstrate competent understanding of RM Easiteach features

Curtain reveal mode was activated while teacher was asking questions about the previous session's discussion. Graphics, fonts, and colours used were appropriate and allowed pupils to easily follow lesson direction. To further make lesson delivery a smooth one, deliver lessons in full screen to avoid thumbnails popping up or the Easiteach screen minimizing.

### Demonstrate a well-planned teaching session

Lesson plan contained details of the lesson. The dialogue and the questions to take place in the lesson were included in the lesson plan. The activities made good use of colours to get the pupils' attention.

Lesson was well organized. Lesson had clear focus documenting key lesson details.

Lesson delivery had a smooth flow with no disruptions. Use of shortcuts and links are maximized to provide efficient and effective transitions with no lost learning time.

The lesson had a variety of assessment strategies that were valid and appropriate for the content and for the class size.



**Demonstrate good use of questioning techniques to ensure all pupils are engaged in whole class interactive teaching**

Teacher asked good questions. Questions were clear, concise, and appropriately directed. As a result, Pupils were able to answer teacher's questions easily and confidently without necessarily being led to the answer.

**A good balance of activities verses information delivery within the RM Easiteach**

There was a student-centered use of board for most of the lesson. Numerous pupils had multiple opportunities to interact with board manipulating objects/completing activities. The activities were carefully thought of and maximised the use of interactive technologies.

The activity that asked pupils to encircle living and non-living things allowed pupils to observe and make an assessment on the image shown on the screen.

**Good classroom management of pupils**



Randomizer was used to select pupils to answer on the board. When a pupil couldn't answer anymore, the teacher encouraged other pupils to help their classmate. Pupils were also asked to choose a friend to answer next, with the boys and girls to be called alternately.

Pupils' off task behaviour was dealt with by either a look or a redirection which resulted in pupils getting back on task.

**Pupils demonstrate confident use of the Interactive technology**

Pupils were confident in using the interactive technologies. They come to the front the moment their names were randomized. Some pupils still need some getting used to with the use of the pen but use of the interactive technologies clearly got the pupils engaged and on-task in the lesson.



**Pupils are enthusiastic about learning**

The pupils were enthusiastic about participating in the lesson. The teacher-student rapport was very evident. Pupils are very active and excited to see what's going to happen next. Every time a new page was revealed, the pupils would go, "wow."

**Pupils are able to talk confidently about what they have learned**

Pupils were very responsive to the teacher and the activities they were asked to do. Pupils were vocal about what they know about the topic and responded very quickly to the teacher's questions. Pupils were able to participate in the cortisone of the activities and were able to identify which ones are incorrect and how they should be corrected.




**Tutor comments**

- The teacher did an excellent job in integrating the use of interactive technologies in her lesson. In addition to being able to deliver lesson content with confidence she orchestrated pupils' learning by acting as a guide and a leader. She was able to engage and maintain pupils in active learning. Furthermore, she built upon pupils' existing knowledge and skills when asking them questions and reinforcing the lesson.
- The teacher revealed a good sense of what interactive learning is all about. She used the board to engage the children and was conscious to involve all the children in the learning, not just those who were at the board. For example in the activities, she would ask pupils to look at what the child is answering and would ask them if they think the answer is correct.
- The teacher also used the lesson as an opportunity to enhance numeracy skills by getting the children to count how many living and non-living things they have found in the activity.
- The teacher is recommended to be video recorded during the assessment visit to document an excellent implementation of the interactive technologies in the classroom.

**Areas for development**

- Deliver lessons in full screen to avoid popping thumbnails on the screen.

- When getting the children to correct the answers in the activity, they can be asked to go to the board and correct it themselves. For example, when the images were sorted into living and non-living things, a pupil can be asked to go to the board and put it in the correct box. This way, the children can feel more in charge of their learning.
- Be more mindful of the time so that pupils can still work on their individual activity.

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