

Lesson Evaluation and Reflection

Using a model for reflection to plan your evaluation






(cf. Kolb, David A. 1984. *Experiential Learning: Experience as the Source of Learning and Development*. Prentice-Hall, Inc., Englewood Cliffs, N.J.)

Beyond lesson evaluation ... Thinking about this handout you have used – perhaps consider:

- How does this link to your reading on SEND?
- In what ways might this handout work as a model for scaffolding pupils' writing?
- In what ways might you use this as a starting point for thinking about how you could use models in lessons?
- How might you use some of the ideas here for assessment: yours of pupils' work; peer/self-assessment?
- How might you use this as a starting point for thinking about ways of pupils reading in your lessons?
- Anything else you can take from this modelling?

N.B. You may use a different format if you wish: just make sure that you cover the key things you need to cover using the model from Stage Three and what you have identified as good practice from Stages One and Two!

Lesson/Teaching Episode Reflective Evaluation

Class/school:	Date/time:	
 What Went Well (and why)?	 Even Better If...	How do you 'know what you know'? Specific examples of impact on learners? Links to SEND reading (in terms of efficacy of reading, specific strategies for identified needs)?
 Implications for future practice (and how might you do this/check this?)		
<p>Immediate term</p> <p>SEND learners</p> <p>All learners</p> <p>Longer term</p> <p>SEND learners</p> <p>All learners</p>		