

## Ffurflen Cyd-arsylwi/ Joint Observation Form

Mae hyn yn rhan o'r dystiolaeth sy'n llywio'r Adroddiad Interim.  
This forms part of the evidence that informs the Interim Report.

|                                               | Enw/ Name                | Llofnod/ Signature                        |
|-----------------------------------------------|--------------------------|-------------------------------------------|
| Darpar athro:<br>Student-teacher:             | Kylie Lee                |                                           |
| Mentor:<br>Mentor:                            | Natale Neale / Mez Parry | <i>Natale Neale</i><br>Mererid Parry      |
| Arweinydd y Rhwydwaith:<br>Network Lead:      | Ydanda Warren            |                                           |
| Tiwtor Proffesiynol:<br>Professional Tutor:   |                          |                                           |
| Dyddiad yr Arsylwad:<br>Date of Observation:  | 30.01.20                 |                                           |
| Pwnc/ Maes Dysgu a Phrofiad:<br>Subject/AOLE: | Mathematics              |                                           |
| Dosbarth:<br>Class: 11                        | Oed:<br>Age: 7 + 8       | Nifer o Ddisgyblion:<br>Number of Pupils: |

### Sylwadau Naratif/ Narrative Comments:

All children are focussed in warm up, following classroom routines. Kylie has good awareness of the class, moving around the classroom, keeping children on task. ✓ Good use of incidental Welsh. Good praise, keeping children happy and alert. Follows school's voice 21 oracy strategies. All children follow Miss Lee's instructions, quietly and quickly. Fantastic classroom management. Effective use of ICT for teaching. Kylie responds calmly and promptly to bring distracted children back to task. Thorough explanation to activity, step by step, making the

task clear - applicable for ability.  
✓ effective communication with classroom assistants. continually checking in on pupils. →

Ticiwch fel y bo'n briodol:

Tick accordingly:

| Safonau / Standard                                            | NB<br>NA | Achos pryder<br>Cause for<br>concern | Ddim ar y<br>trywydd iawn<br>Not on track | Ar y<br>trywydd iawn<br>On track | Tu hwnt i ddisgwyliadau<br>Exceeding expectations |
|---------------------------------------------------------------|----------|--------------------------------------|-------------------------------------------|----------------------------------|---------------------------------------------------|
| Addysgeg: Mireinio addysgu:<br>Pedagogy: Refining teaching:   |          |                                      |                                           | ✓                                |                                                   |
| Addysgeg: Hyrwyddo dysgu<br>Pedagogy: Advancing learning      |          |                                      |                                           | ✓                                |                                                   |
| Addysgeg: Dylanwadu dysgwyr<br>Pedagogy: Influencing learners |          |                                      |                                           |                                  | ✓                                                 |
| Arweinyddiaeth:<br>Leadership:                                |          |                                      |                                           | ✓                                |                                                   |
| Dysgu proffesiynol<br>Professional Learning                   |          |                                      |                                           | ✓                                |                                                   |
| Arloesi:<br>Innovation:                                       |          |                                      |                                           | ✓                                |                                                   |
| Cydweithredu:<br>Collaboration:                               |          |                                      |                                           | ✓                                |                                                   |

Camau Pellach/ Further Action

- \* Consider going through lesson prior the lesson with one to one support to check understanding.
- \* Continue with excellent practice
- \* Assessment - look at ways of furthering self/peer assessment in future lessons.

Dyddiad/ Date: 30.01.20

Comments cont..

Differentiated activities by ability.  
Fantastic teacher assessment, you could see that children misunderstood so stepped and recapped the lesson.