Coach: “Thank you for letting me come in and see you lesson.”

**Coachee: “No problem.”**

Coach: “We set a goal last week of you using ‘talk partners’ and I saw lots of that in this particular session. Giving the children that opportunity to discuss ideas with their partners, what impact do you feel that had on the teaching and learning?”

**Coachee: “I felt that children were more engaged. I could see more children discussing and having a chance to practice their answer first before feeding back to the class.”**

Coach: “Yes, I felt the way that you set up those questions first, and let the students know that they would be feeding back to the class, meant that you had student turning to each other straight away and you had some really good engagement. So, yeah, really well done.”

**Coachee: “Thank you.”**

Coach: “Keep doing that and keep putting it into your planning as well, because it will kind of jog your memory and remind you that that needs to happen.”

**Coachee: “Definitely”.**

Coach: “Cool. So, for this coaching session… can you tell me, what did you want the children to have achieved by the end of the session?’

**Coachee: “I wanted them to use ‘level 4 adjectives’ to write a description of a character.”**

Coach: “OK, so you began to guide them towards that end goal by doing what during the lesson?”

**Coachee: “First of all, I began the lesson by saying what this word actually means – so using ambitious adjectives. And then I asked them questions to check their understanding. So, I asked them to give me examples of ambitious adjectives?”**

Coach: “OK. So how did you check their understanding of whether it was an ambitious adjective, rather than a ‘Level 2’ or ‘Level 3’ adjective”?

**Coachee: “I was getting them to give me lots of examples and then I was writing them on the board. So as a class we were coming up with lots of examples and putting them in sentences. Lots of children were very engaged. This showed me that they understood what it meant.”**

Coach: “OK. And there were a couple of times that children gave you adjectives that weren’t ambitious. So how then did you know that, when those same children were giving you ambitious adjectives, how do you know that they’re not just randomly selecting them? Did you know?”

**Coachee: “I think… I was quite unsure. I wasn’t really sure if those children had understood what it meant for an adjective to be ambitious. I guess they might have just been giving me words that are really long, or that stood out to them.”**

Coach: “Yes, this is what I wanted us to discuss. There was a situation in which one child had come up with an adjective – Ryan – that wasn’t ambitious. I think it was ‘harsh’. I heard him when you and I were walking around listening to the ‘talk partners’ activity. So how could you have checked his understanding of what that word ‘ambitious’ means?”

**Coachee: “Maybe I could have asked other pupils for their opinion? I could have asked them ‘can you give me a reason why this is ambitious vocabulary?’”**

Coach: “Ok, so that’s going to help you check other pupils’ understanding, but how are you going to check Ryan’s understanding?”

**Coachee: “So ask him questions like, ‘why do you think harsh is a level 4 adjective?’ and then leading on from there to the correct answer.”**

Coach: “Yeah, great. And then what is that going to do to Ryan’s thinking?”

**Coachee: “It’s going to help Ryan understand how to pick words, not just randomly select any word. Not just a long word or that looks nice. But a word that is not often used by authors in the book. A genuinely ambitious adjective.”**

Coach: “And what does that then do for you as a teacher? If you use that question to check for understanding, how does that inform your teaching for the rest of the lesson?”

**Coachee: “Urm. It will make it easier for me to assess their learning and, urm… I can’t think.”**

Coach: “OK, so, if he is able to explain to you why a word is an ambitious adjective, not many authors use it, or it is a much stronger description, what does it then do you for you as a teacher? You’ve worked out that he has done *what* for that concept that you’ve introduced?”

**Coachee: “That he really has got a strong understanding of what it means to use an ambitious adjective.”**

Coach: “Yeah, he’s almost mastered it. And is he ready for the main activity?”

**Coachee: “Definitely. He’s ready for independent work on the topic.”**

Coach: “And is that a pupil that you need to go to again during the main activity?”

**Coachee: “No, he’s OK. He can be left by himself to get on with the work.”**

Coach: “Of course, you can’t individually check for understanding with each pupil. But this might also tell you that pupils of Ryan’s ability level are also likely to have understood. So the action point here would be to use the ‘stretch it question’ *how do you know?* – let’s just focus solely on that one for now – to check for understanding. Just by using that one simple technique, you can check that children are not just randomly giving you answers that they hope are right, but that they have really understood it. That will help you as a teacher to really know whether they have understood it. And as we have just discussed, it informs your teaching for the rest of the lesson.”

**Coachee: “Yes, OK.”**

Coach: “So what I want us to do then, is have a look at one of your plans for a lesson coming, and let’s have a think about where that ‘stretch it’ technique is really going to help.”

**Coachee: “OK, this is my English plan for next week, for the first lesson.”**

Coach: “OK, so the ‘what’ of this lesson plan is about helping children to make predictions about the story. So let’s try it, ask me to predict something about the plot and I will come up with something.”

**Coachee: “So I would ask the class about a certain character, ‘what do you think that character is going to do next?’ So, can you predict what Carl is going to do the next day, when he has to show the clock to the whole village? But in the story, you know, he hasn’t actually made the clock yet.”**

Coach: “So I’m going to give you an answer and then I want to hear you ‘stretch it’ with my answer.”

**Coachee: “OK, yes.”**

Coach: “So I think that Carl is going to take somebody else’s clock and show the village.”

**Coachee: “OK, so why do you think he is going to take another clock and show it to the villagers?”**

Coach: “Because I think Carl has quite a sneaky character, and also from reading the text, we know that he doesn’t want to let down the other people in the village.”

**Coachee: “And what makes you think that he is that type or character, that would pretend he had made the clock when he hadn’t.”**

Coach: “Because at the beginning of the story, we saw that he lied about having finished his homework to his teacher. So he is clearly willing to tell tales in order to get away with things.”

**Coachee: “Well done.”**

Coach: “I really liked the way you did that. You kept pressing me with ‘stretch it’ questions, and you started the ‘how do you know?’ to ask ‘what makes you think’ to fit the activity. Those questions were really making me think back to the text.”

**Coachee: “Yeah.”**

 Coach: “So when I come to observe your lesson next week, I’m looking forward to seeing more of those ‘stretch it’ questions applied to checking for pupils’ understanding of prediction of the plot.”

**Coachee: “Yep, thanks. See you then.”**