

**ABINGDON & WITNEY COLLEGE – FE Observation Record 2019-20**

Lecturer Name	Andi Reiss	Development Pathway			
Course Code	NCZR325P	Course title	Developing Documentaries		
Observer	Carole Millard	Curriculum Area		Other staff present	No
No. on register	9	Level		Date	8 February 2020
No. present today	9	Age group	19 +	Duration of observation	1 hour 2 – 3 pm
% attendance since the start of the programme		Lesson Type		Location	Film Oxford
No. late		Avg. student feedback	9.78	Range of student feedback	2

**Tutor and observer agreed key area of focus for this observation** (*use previous observation, action plan and PDP to inform*) – **To be completed in advance**

Focus requested: checking on learning

**Intent and context of lesson**

The session observed was in the afternoon on day one of a two-day course. It is at intermediate level and all participants had some experience in making documentaries or film making or had attended previous courses.

The course aims to give learners the skills required to produce their own documentaries. It will give learners the tools to research, develop, schedule and plan a short documentary of their own, as well as touching on the commercial aspects of entering the film industry.

<b>Summary Evaluation</b>		<b>Grade: Good</b>
<b>Key Strengths</b>	<b>Key Areas for continued development</b>	
<ul style="list-style-type: none"> <li>• Clear confident delivery style</li> <li>• Expert knowledge, professional in his field, able to give useful tips and advice from personal industry experience</li> <li>• Well-planned session with good sequencing and a variety of activities</li> <li>• Well-paced session with sufficient time given for activities but with a sense of urgency to complete the tasks set</li> <li>• Session was set at an appropriate level to challenge the learners, with some learners commenting that it had changed their way of thinking</li> <li>• Very good questioning technique, probing questions got learners to think more deeply and to clarify their thoughts</li> <li>• There were plenty of opportunities for learners to express their own opinions and</li> </ul>	<ul style="list-style-type: none"> <li>• A sizeable proportion of the session was tutor-led. However, as he was so charismatic and had such a wealth of knowledge and experience the learners were totally engaged throughout listening intently and being given opportunities to comment or ask questions</li> <li>• Although the Learning Plan is on the whole clearly written the objectives set were not always written as SMART objectives</li> </ul>	

these were valued giving the learners confidence and a sense of empowerment

- Good checks on learning with learners being able to articulate clearly what they had learnt so far
- Links made with previous and future learning so that learners could build on their knowledge and see how everything fitted in
- Lots of humour. The session was fun and highly engaging with lively animated discussion both in whole group and in small group or paired activities
- Materials selected were diverse, eg LGBT and from different ethnic groups

**Planning** (*consider curriculum intent, sequencing of topics and variety of activities, consideration of student profile, broader knowledge and skills development*)

The session was well-planned. The intent set out in the Learning Plan and the content was appropriate for the level of learners. They had sufficient prior knowledge to be able to participate in all the tasks set but the content challenged the learners to think further and gave them information, helpful practical tips and tools to improve their practice and also survive in a professional market.

The sequencing of the Learning Plan is good and builds up learners' knowledge step by step. There were good opportunities for recap, making links to previous and future learning so learners could see what they were doing in the context of the whole.

There was a good variety of activities although a sizable proportion of the part of the session observed was tutor-led. However, as the content was informative, interesting and inspiring the learners were totally engaged, attentive throughout and found the content inspiring and illuminating.

Broader skills development was also taken into account in planning with literacy being developed looking at different styles of documentary, critiquing documentaries and in discussion. Learners developed their IT skills when using their mobile phones in the small group task where they had to search on line for certain types of film. Employability skills were also developed when they were given help on how to pitch to get into the business or how to make extra money by editing people's mobile phone film footage.

**Teaching Activity** (*consider content level, differentiation, pace, methods, resources etc..*)

The session was set at an appropriate level to challenge the learners. The tutor had quickly assessed the prior knowledge of the learners and set tasks where learners had sufficient knowledge to be able to participate fully but then through skilful questioning and informative delivery their skills and knowledge were developed further, with some learners commenting that it had radically changed their way of thinking about documentaries.

The pace of the session was just right, there was sufficient time given for activities to be carried out and for small groups to have lively and fruitful discussions but there was still a sense of urgency created as there was so much material to cover.

The tutor is a professional in his field and enhanced the session with personal anecdotes and useful hints and tips on how to enter and get ahead in the film industry or how to make some money using film editing skills. He had a charismatic and clear delivery style which engaged and motivated the learners. There was a lot of humour and encouragement.

He had planned the session well so there was a step by step approach with opportunities for recap so that he could check on learning and the learners could embed their knowledge and see how it fitted in with wider context of the course. In discussion he valued learners' contributions and built their confidence. During the small group activities he circulated and his probing questions made the learners clarify their thoughts and made them develop their ideas further.

The tutor had made an excellent choice of film clips so ensure that the session promoted equality and diversity with clips about LGBT issues, films from different ethnic minorities.

**Learning Activity** *(consider learner engagement and motivation, differentiation, support, E&D etc..)*

The learners were totally engaged throughout the session, either listening to the tutor with wrapt attention or participating in lively discussion either with the whole group or in small group activities. There was a lot of humour and encouragement and a vibrant, purposeful learning environment had been created. All learners actively participated in the tasks set.

Learners were made to think hard, express themselves clearly and to expand their ideas through challenging questions both from the tutor and their peers.

Learners valued the practical tips and were inspired by the anecdote of a previous student who had been successful in entering the documentary film industry and was now doing the festival circuit.

Learners' feedback about the course so far was overwhelmingly positive.

**Assessment Activity** *(consider initial assessment, formative, summative – how implemented and used to inform future plans? effectiveness of questioning and feedback etc..)*

The tutor had a good knowledge of the prior learning of the group and made references to the learners' histories.

The tutor had excellent questioning technique and used this throughout to get learners to develop their ideas and express themselves clearly, both in the whole group discussions and when he was circulating during the small group activities. Learners were given sufficient time to reflect and consider before answering so they could formulate their thoughts cogently. Learners used feedback given to change or refine their ideas.

The tutor did a good recap of the previous part of the course to check on what learners had remembered and also to link in the new section with what they had learnt before. Learners were able to successfully remember what they had done before and make links to the rest of the course.

The tutor used good questioning to correct misconceptions, challenging views with questions rather than simply correcting and giving answers. Learners commented that they had changed their way of thinking as a result of attending the course so far which indicates the effectiveness of this way of working.

**Observation Areas**

Observation Area (Please tick one judgement for each observation area)	Strength	As Expected	Needs development
Effectiveness of learning culture	X		
Effectiveness of planning and sequencing of content and learning activities	X		
Effectiveness of questioning techniques	X		
Effectiveness of formative feedback		X	
Effectiveness of development of learners' knowledge and skills	X		

**Scores and feedback from learners:**

On a scale of 1 – 10 (with 1 poor and 10 high) how would you rate your learning on this course normally/so far?

- 10 Informative and interesting. Feel privileged and valued on the course
- 10 Mind-blowing! So full of information and tips and practical knowledge
- 10 Excellent. Truly inspiring - will be recommending
- 10 Great course! Great teacher! Inspiring, enthusiastic, motivating. I have learnt a LOT
- 10 Andi is an excellent teacher. Very knowledgeable and informative
- 10 I have learnt a lot about the different styles of documentaries and have been inspired to explore new methods
- 10 Has made me understand what to focus on, to strip ideas back and understand the fundamentals
- 10 No comment made
- 8 So far only one day of a two day course

<b>Action Plan</b>	
<b>Observation Area (see above)</b>	<b>Observer Comments</b>
Effectiveness of planning and sequencing of content and learning activities	Ensure the objectives in the Learning Plan are SMART
Effectiveness of planning and sequencing of content and learning activities	When designing the delivery aim to break up the tutor-led information giving parts with more interactive small group or pair work activities to ensure the learners are actively engaged (although the learners were visibly enjoying the delivery and finding it inspiring and informative.)

<b>Review Date:</b>			
<b>Actions</b>	<b>Target Outcome</b>	<b>Progress /Impact</b>	<b>Date Achieved</b>