



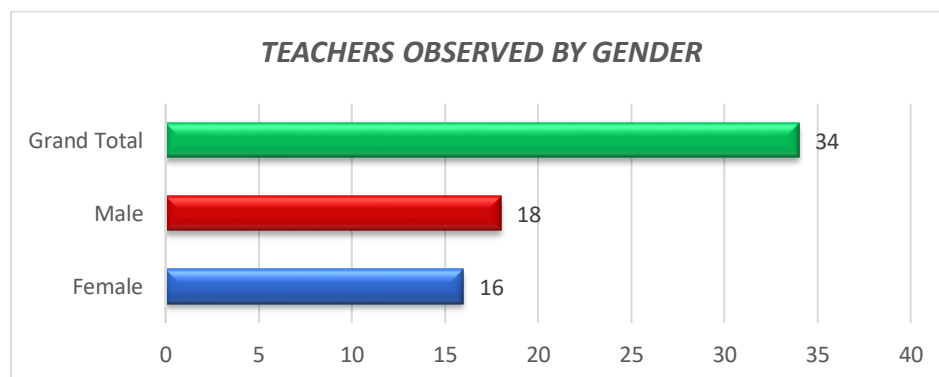
FOUNDATIONAL LEARNING CLASSROOM OBSERVATION REPORT- APRIL 2026

Introduction

In April 2026, FICH and its partners Growth Care Uganda, Arua youth development initiative and Change Lead Agency for Social Support conducted classroom observation for foundational learning program across 32 schools in Oyam, Alebtong, Kole and Arua districts. The primary aim of these observations was to assess key aspects of teaching and learning, including classroom management, lesson delivery, and use of teaching resources, gender considerations and learners' engagement. The observations sought to provide a comprehensive understanding of how foundational learning practices are implemented in these schools highlighting both strengths and areas for improvement. The findings capture evidence on the effectiveness of teachers' knowledge, adherence to lesson plans, use of interactive and student-centered methodologies, time management, and gender-responsive practices within classroom environments. This report reflects the collective efforts of the implementing partners to support quality foundational learning and to inform strategies for enhancing teaching and learning outcomes across the observed schools as presented in findings below.

REPORT FINDINGS

Teachers observed by gender

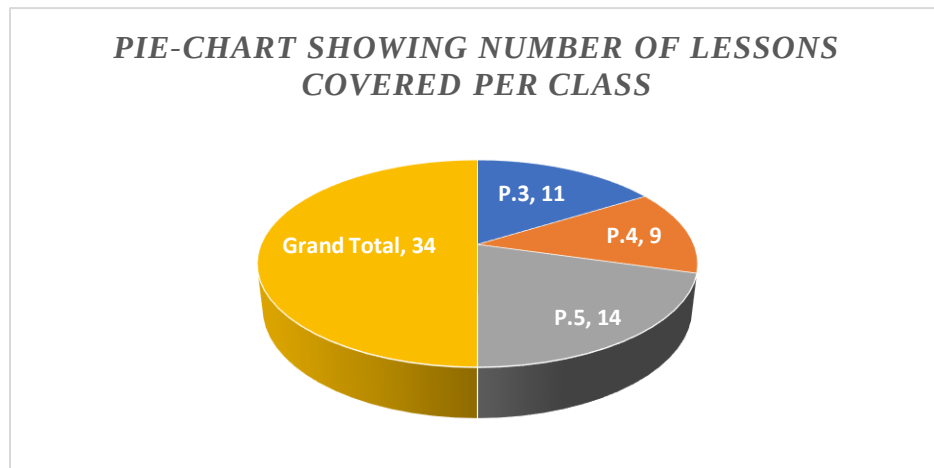


During the foundational learning classroom observation visits, a total of 34 teachers were observed delivering lessons and engaging learners in their classrooms. Of these, 18 were male and 16 were female showing a fairly balanced representation contributing to the teaching and learning process. The observations provided an opportunity to understand how teachers are applying foundational learning approaches in real classroom settings, with both male and female teachers demonstrating commitment to supporting learners and encouraging participation. Across the schools visited, teachers used different strategies to engage pupils and create supportive learning environments, reflecting the diverse experiences and teaching styles present in the classrooms. Overall, the

exercise highlighted the important role played by these 34 dedicated teachers in strengthening foundational literacy and numeracy and improving learning outcomes in their schools

Classes observed

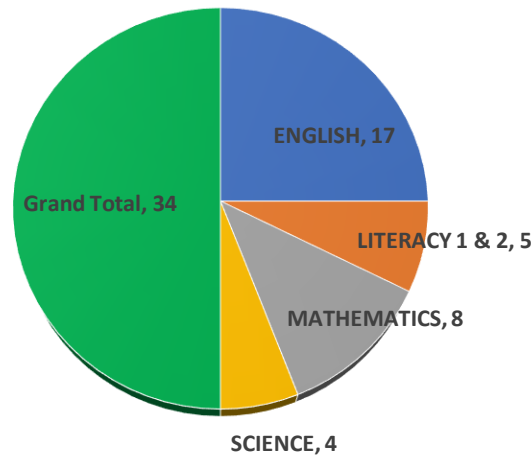
During the classroom observation visits, a total of 34 lessons were observed across three key primary levels. Primary Three (P.3) had 11 lessons observed, Primary Four (P.4) had 9 lessons observed and Primary Five (P.5) had the highest number with 14 lessons observed. This distribution provided a balanced opportunity to assess teaching and learning practices across the middle primary section where foundational literacy and numeracy skills continue to be strengthened. Observing these classes allowed the team to gain insights into how teachers support learners' progression from early foundational skills in P.3 to more advanced comprehension and application in P.5. The spread of observations across the three grade levels also helped capture diverse classroom dynamics, teaching approaches and learner engagement as represented in graph below.



Subjects observed

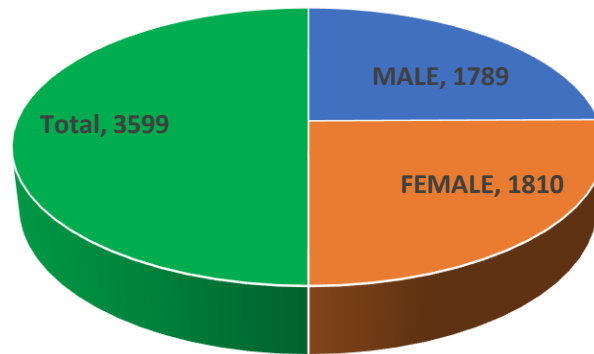
In the graph below, a variety of subjects were observed to understand how foundational learning is being delivered across the curriculum. English had the highest number of observations with 17 lessons, reflecting its central role in strengthening learners' reading, writing, and communication skills. Mathematics followed with 8 observed lessons, providing insights into how teachers support learners in developing numeracy and problem-solving abilities. A smaller number of observations were conducted Literacy 1 and 2 with 5 lessons observed which are important in reinforcing language development and early reading skills, particularly in lower and middle primary classes. Additionally, Science had 4 lessons observed offering a glimpse into how foundational skills are integrated into content-based subjects. Overall, the range of subjects observed helped provide a broader understanding of teaching practices and learner engagement across different areas of the curriculum, while highlighting the strong emphasis placed on English and Mathematics as key drivers of foundational learning.

Pie-chart showing number of subjects observed



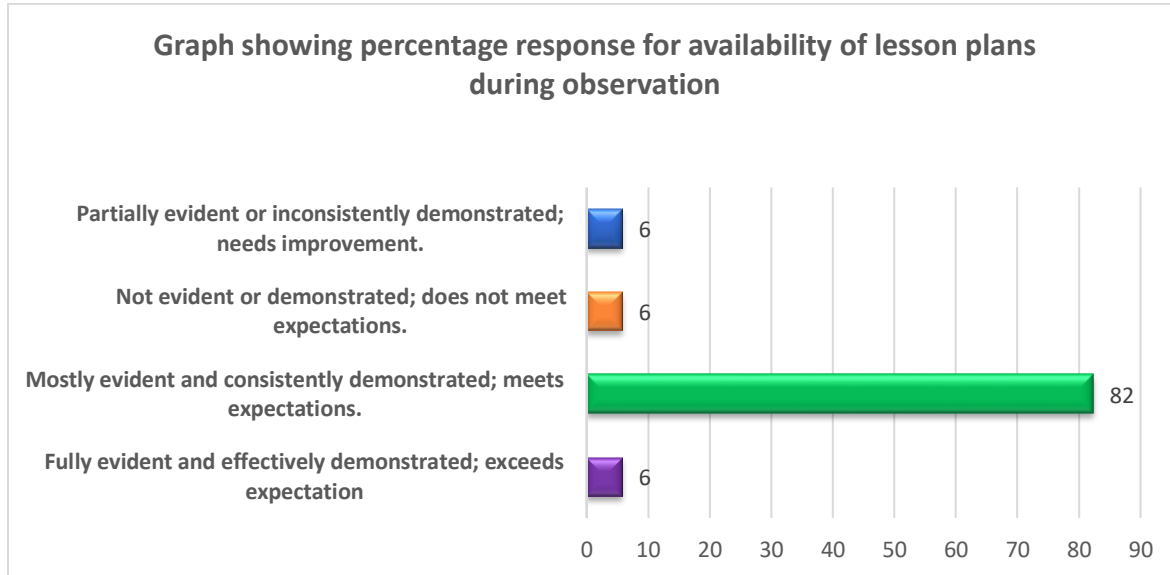
Total learners present during day of observation

Pie-chart showing total number of learners present during the classroom observations



A total of 3,599 learners were present and actively participating in lessons across the schools visited. Of these, 1789 were boys while 1810 were girls, showing a nearly balanced participation of both male and female learners in the classroom activities. This strong attendance provided a meaningful opportunity for the observation team to witness real classroom interactions, learner engagement, and how teachers support diverse groups of pupils during lessons.

Availability of lesson plan

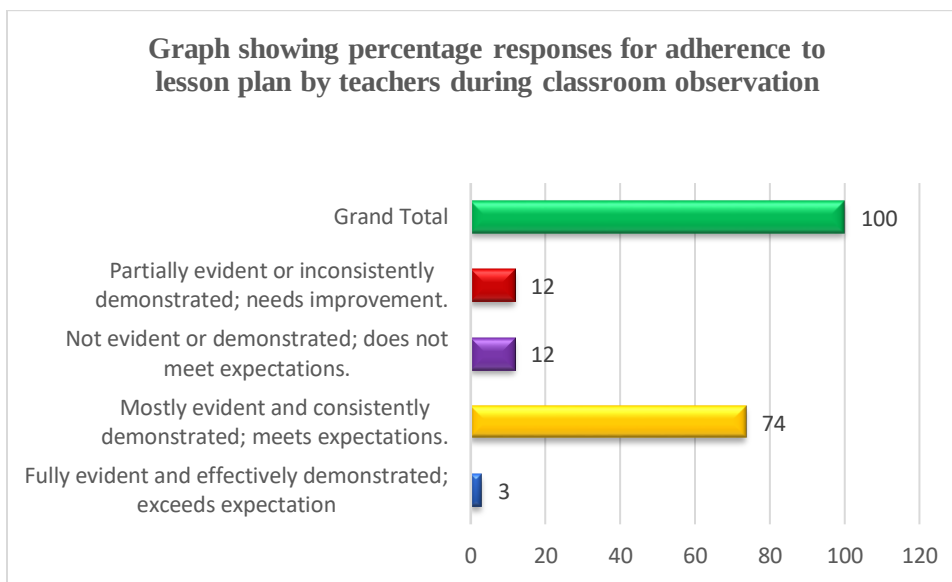


During the classroom observations, the availability and use of lesson plans among teachers showed varying levels of preparation and consistency. Majority, 82% of the teachers had lesson plans that were mostly evident and consistently demonstrated, meeting the expected standards, while 6% went a step further with lesson plans that were fully evident and effectively demonstrated, exceeding expectations. However, the observations also revealed areas that require improvement, as 6% of the teachers had lesson plans that were only partially evident or inconsistently demonstrated, suggesting the need for additional support and follow-up. Additionally, 6% of the lessons observed did not have lesson plans evident or demonstrated indicating a significant gap in planning that may affect the structure and delivery of lessons. Overall, the findings highlight encouraging efforts by some teachers while also pointing to the need for continued guidance and reinforcement on the importance of consistent lesson planning to support effective teaching and learning in the classroom.

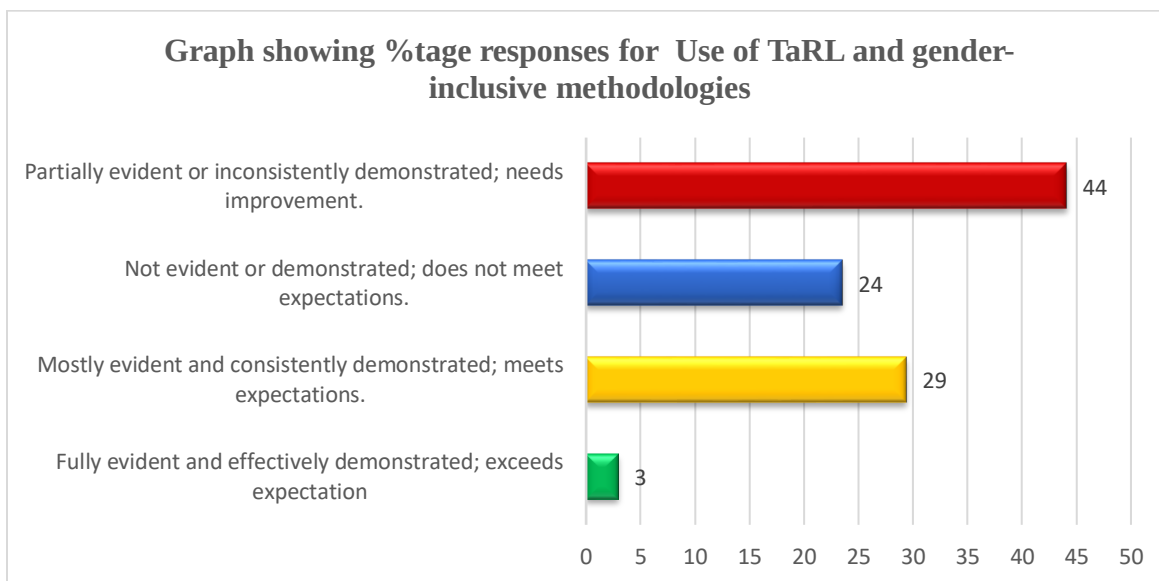
Adherence to lesson plan

About 74% of the teachers mostly adhered to their lesson plans in a consistent manner, meeting the expected standards, while 3% demonstrated a very strong level of adherence, where the lesson plans were fully evident and effectively followed, exceeding expectations. However, the observations also highlighted areas that require improvement, as 12% of the teachers only partially adhered to their lesson plans or did so inconsistently, suggesting a need for further guidance and support. In addition, 12% of the lessons observed showed little or no evidence of adherence to the lesson plan, which may affect lesson flow, time management, and achievement of learning

objectives. Overall, while a number of teachers are making efforts to follow their planned lessons, the findings point to the need for continued mentorship and reinforcement on the importance of effectively using lesson plans to guide teaching and enhance learner engagement and outcomes.



Use of TaRL and gender inclusive methodologies

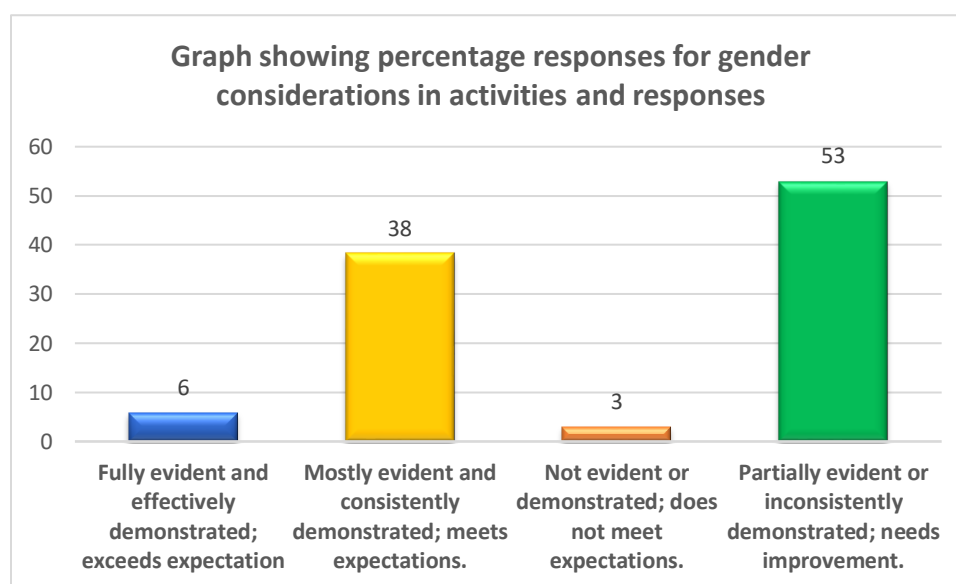


The graph above presents respondents on the use of Teaching at the Right Level (TaRL) and gender-inclusive methodologies during implementation. Findings indicate that the largest proportion of respondents (44%) rated the methodologies as *partially evident or inconsistently demonstrated*, suggesting that although some efforts are being made to apply TaRL and gender-inclusive approaches, implementation remains irregular and requires further improvement. Additionally, 29% of respondents reported that the methodologies were *mostly evident and consistently demonstrated*, indicating that in several cases facilitators are applying the approaches

effectively and meeting expected standards. However, 24% of respondents noted that the methodologies were *not evident or demonstrated*, highlighting significant gaps in implementation within some learning environments. Only 3% of respondents stated that the methodologies were *fully evident and effectively demonstrated beyond expectations*, showing that very few settings have achieved exemplary practice.

Overall, the findings suggest that while awareness and application of TaRL and gender-inclusive methodologies exist, there is still a strong need for continuous capacity building, supportive supervision, mentoring, and monitoring to strengthen consistent and effective implementation across all learning centers.

Gender consideration in activities and responses



The graph illustrates respondents' views regarding gender consideration in activities and responses. The findings reveal that the majority of respondents (53%) indicated that gender considerations were *partially evident or inconsistently demonstrated*, implying that while attempts are being made to integrate gender-sensitive approaches, implementation is not yet fully consistent across activities and responses. This highlights the need for strengthened efforts to ensure equal participation, inclusion, and responsiveness to the needs of both girls and boys, women and men.

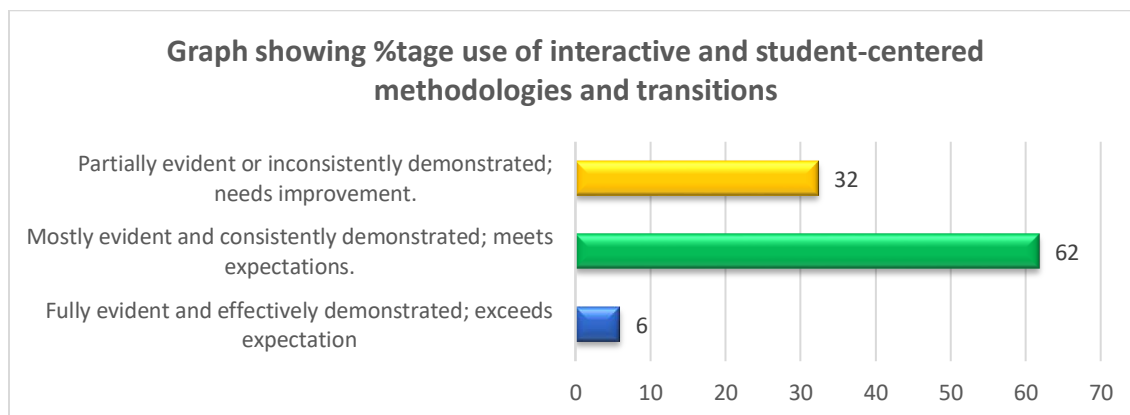
Furthermore, 38% of respondents reported that gender considerations were *mostly evident and consistently demonstrated*, showing that a significant proportion of activities are meeting expected standards in promoting gender inclusion. Only 6% of respondents rated gender considerations as *fully evident and effectively demonstrated beyond expectations*, indicating that very few interventions are achieving exemplary gender-responsive practice. On the other hand, a small proportion of respondents (3%) stated that gender considerations were *not evident or demonstrated*, suggesting that outright absence of gender-sensitive practices is limited but still exists in some cases.

Overall, the findings suggest moderate progress in mainstreaming gender considerations within activities and responses. However, the high percentage of partial implementation points to the need for continuous staff capacity building, gender-responsive planning, regular monitoring, and stronger accountability mechanisms to ensure gender inclusion is consistently integrated into all program interventions.

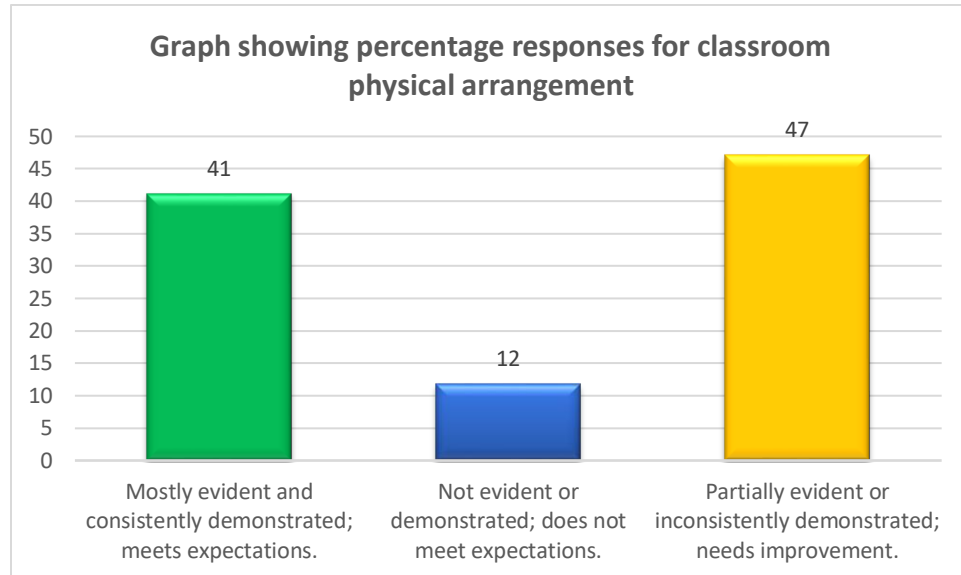
Use of interactive and student-centered methodologies and transitions

The findings on the use of interactive and student-centered methodologies and transitions indicate generally positive implementation across learning activities. A majority of respondents (62%) reported that the methodologies were *mostly evident and consistently demonstrated*, suggesting that facilitators are largely applying learner-centered approaches that encourage participation, engagement, and smooth transitions during lessons. This reflects satisfactory adherence to expected teaching and learning practices. In addition, 32% of respondents indicated that the methodologies were *partially evident or inconsistently demonstrated*, showing that while interactive and student-centered approaches are being used in some instances, implementation remains uneven and requires further strengthening. This may point to challenges such as limited teacher capacity, inadequate instructional support, or inconsistencies in classroom practice. Only 6% of respondents rated the methodologies as *fully evident and effectively demonstrated beyond expectations*, indicating that a small proportion of learning environments are exhibiting exemplary use of highly interactive and learner-centered teaching approaches.

Overall, the findings suggest that the adoption of interactive and student-centered methodologies is progressing well, with most respondents acknowledging consistent application. However, continued mentoring, classroom support supervision, and teacher capacity building are necessary to improve consistency and promote best practices across all learning settings as indicated in the graph below.



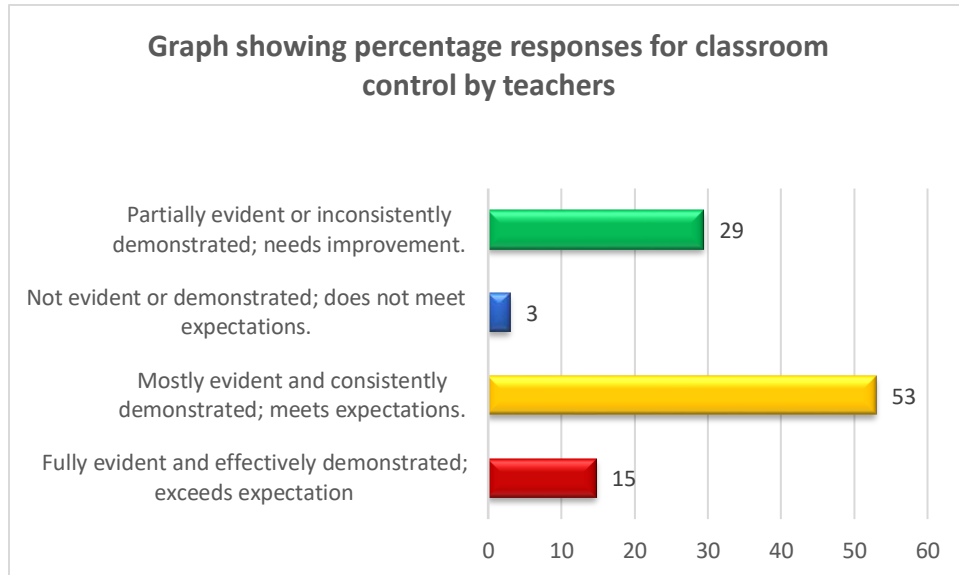
Classroom physical arrangement



As represented above, the findings on classroom physical arrangement show mixed levels of adequacy and effectiveness within the learning environments. The largest proportion of respondents (47%) indicated that classroom physical arrangements were *partially evident or inconsistently demonstrated*, suggesting that while some classrooms have suitable seating arrangements, learning spaces, and organization that support effective teaching and learning, these standards are not consistently maintained across all settings. This points to the need for improvements in classroom organization and learning environment management. Additionally, 41% of respondents reported that classroom physical arrangements were *mostly evident and consistently demonstrated*, indicating that a considerable number of classrooms are organized in ways that support learner participation, interaction, and effective classroom management. These arrangements likely contribute positively to learner engagement and the implementation of interactive teaching methodologies. However, 12% of respondents stated that classroom physical arrangements were *not evident or demonstrated*, highlighting that some learning spaces still face challenges such as inadequate seating, overcrowding, poor organization, or limited learning materials that may negatively affect the teaching and learning process.

Overall, the findings suggest moderate progress in establishing conducive classroom physical arrangements, although inconsistencies remain across different learning environments. The results highlight the importance of strengthening classroom management practices, improving learning infrastructure, and providing continuous support to ensure that all classrooms are arranged in a manner that promotes effective, inclusive, and learner-centered education.

Classroom control

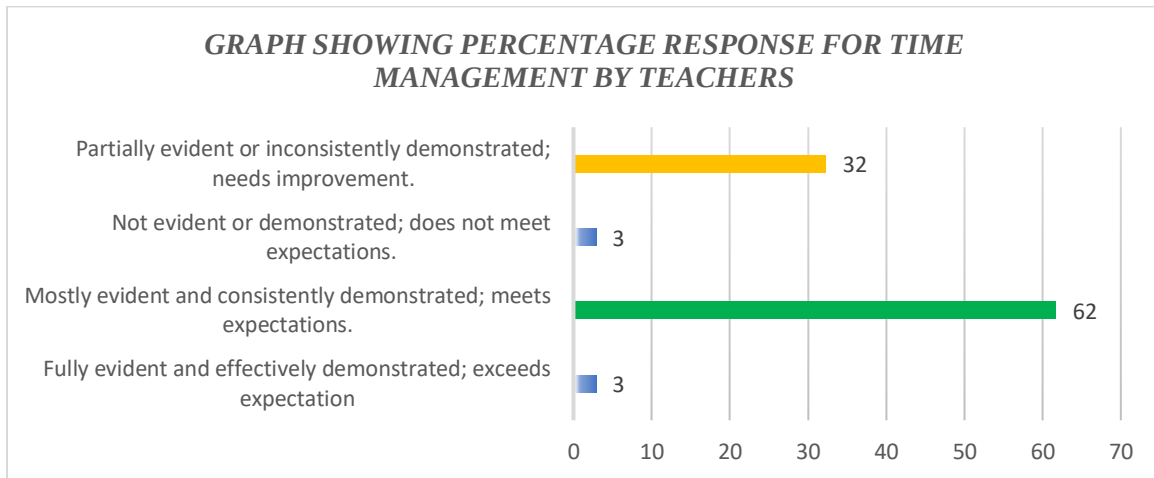


The findings on classroom control indicate that classroom management practices are generally positive across the observed learning environments. More than half of the respondents (53%) reported that classroom control was *mostly evident and consistently demonstrated*, suggesting that facilitators are largely able to manage learner behavior, maintain order, and create an environment conducive to learning. Additionally, 15% of respondents rated classroom control as *fully evident and effectively demonstrated beyond expectations*, reflecting strong classroom management skills in some settings. However, 29% indicated that classroom control was *partially evident or inconsistently demonstrated*, showing that some facilitators still face challenges in maintaining consistent discipline and learner engagement. A small proportion of respondents (3%) stated that classroom control was *not evident or demonstrated*, highlighting minimal but existing gaps in effective classroom management. Overall, the findings suggest that while classroom control is largely satisfactory, there is need for continued mentorship, supervision, and capacity building to strengthen consistent and effective classroom management practices across all learning environments.

Time management

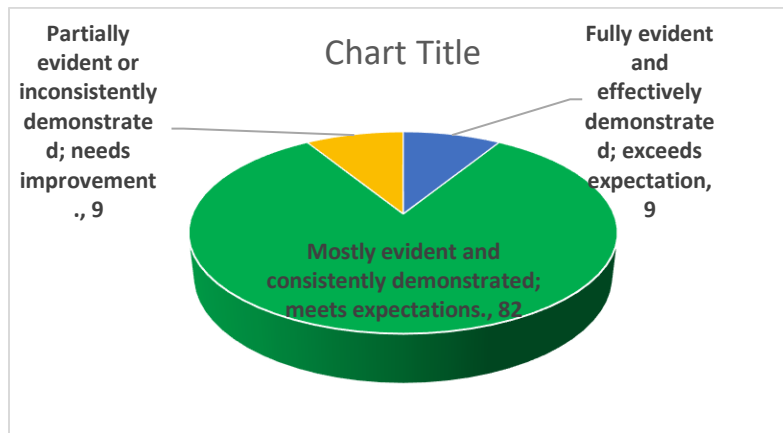
The findings on time management indicate generally satisfactory performance in the management and utilization of instructional time within the learning environments. A majority of respondents (62%) reported that time management was *mostly evident and consistently demonstrated*, suggesting that facilitators are generally able to plan lessons effectively, adhere to schedules, and allocate adequate time for learning activities. Additionally, 3% of respondents rated time management as *fully evident and effectively demonstrated beyond expectations*, reflecting exemplary practice in a few cases. However, 32% indicated that time management was *partially evident or inconsistently demonstrated*, showing that challenges such as delays, poor pacing of

lessons, or inadequate time allocation still exist in some learning settings. A further 3% stated that time management was *not evident or demonstrated*, highlighting minimal but notable gaps in effective use of instructional time. Overall, the findings suggest that while time management practices are largely meeting expectations, continued support, supervision, and capacity building are necessary to improve consistency and maximize effective learning time across all classrooms.



Lesson content (Knowledge of teacher)

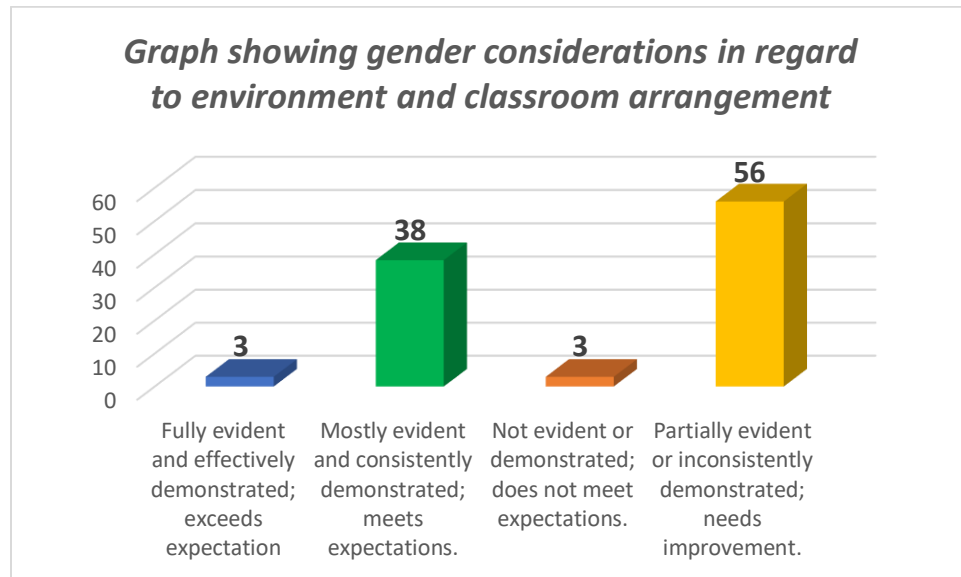
Pie-chart showing responses for knowledge of the teacher



The findings on lesson content and teachers' knowledge indicate a strong level of competency among facilitators in delivering instructional content. A large majority of respondents (82%) reported that lesson content and teacher knowledge were *mostly evident and consistently demonstrated*, suggesting that most teachers possess adequate subject mastery and are able to effectively deliver lessons in line with expected standards. Additionally, 9% of respondents rated teacher knowledge as *fully evident and effectively demonstrated beyond expectations*, reflecting exemplary understanding and presentation of lesson content in some learning environments. However, another 9% indicated that teacher knowledge was *partially evident or inconsistently demonstrated*, showing that a few teachers may still require additional support to strengthen

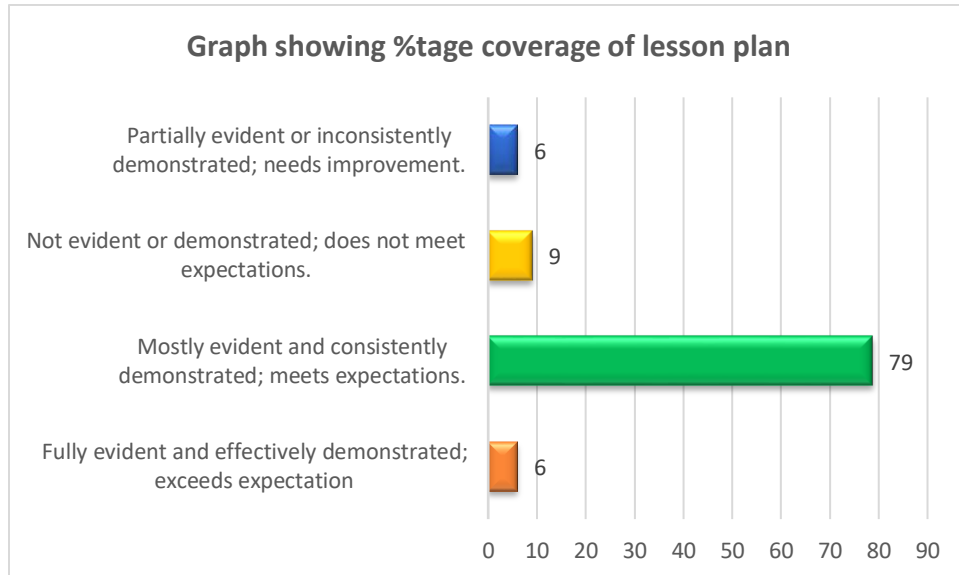
subject mastery and lesson delivery. Overall, the findings suggest that teachers generally demonstrate good knowledge of lesson content, although continued professional development, mentorship, and refresher trainings are important to further enhance instructional quality and consistency across all classrooms.

Gender considerations in regard to environment and classroom arrangement



Findings on gender considerations in relation to the environment and classroom arrangement indicate that the practice still requires significant improvement across most observed classrooms. A majority of the observations (56%) showed that gender considerations were only partially evident or inconsistently demonstrated, suggesting that classroom setups and learning environments were not always equally responsive to the needs of both boys and girls. Additionally, 3% of the observations revealed that gender considerations were not evident at all, highlighting a few cases where inclusive classroom practices were lacking. However, 38% of the classrooms mostly demonstrated appropriate gender-sensitive arrangements and met expectations, reflecting encouraging progress in promoting equitable participation and learning conditions. Only 3% of the observations exceeded expectations, where gender-responsive classroom organization and environmental considerations were fully evident and effectively implemented. Overall, the findings suggest the need for strengthened teacher support and continuous mentorship on creating inclusive, gender-responsive classroom environments that promote equal participation and comfort for all learners.

Coverage of lesson plan

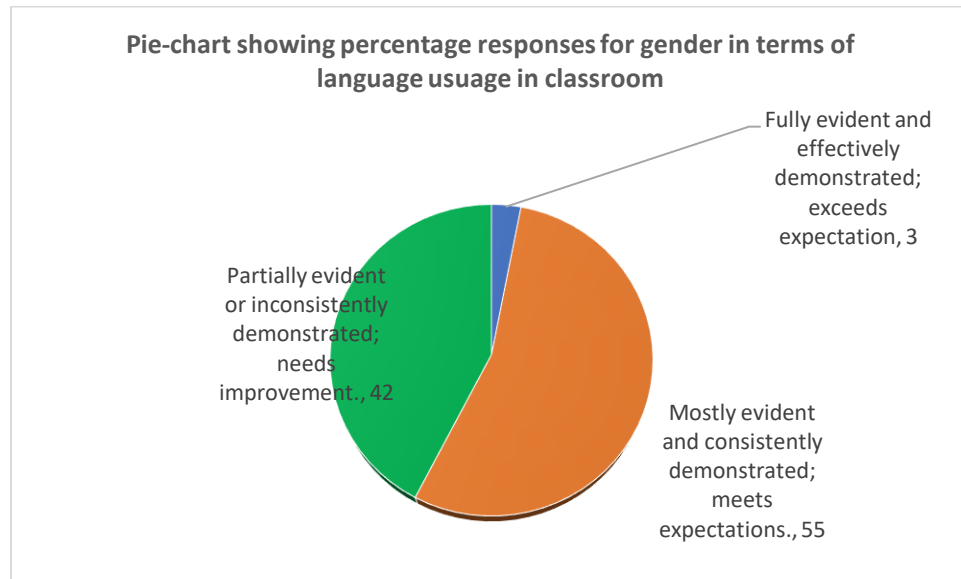


The findings on coverage of the lesson plan indicate that most teachers were able to adequately implement planned lesson activities during classroom instruction. A large proportion of the observations (79%) showed that lesson plan coverage was mostly evident and consistently demonstrated, meaning that teachers generally completed the planned content and activities within the expected time. In addition, 6% of the observations exceeded expectations, where lesson plans were fully covered with effective delivery and strong classroom management. However, 6% of the observations revealed partial or inconsistent coverage of the lesson plan, suggesting challenges in pacing, time management, or adapting instruction to learner needs. Furthermore, 9% of the observations indicated that lesson plan coverage was not evident, implying that some lessons were either incompletely delivered or lacked alignment with the planned objectives. Overall, the results demonstrate positive progress in lesson implementation, although continued support is needed to strengthen teachers' capacity in lesson pacing, preparation, and effective time utilization to ensure full coverage of planned learning activities.

Gender in terms of language usage in class

The findings on gender considerations in terms of language usage in class show a generally positive but uneven application of gender-responsive communication among teachers. A majority of the observations (55%) indicate that appropriate gender-sensitive language use was mostly evident and consistently demonstrated, meaning teachers generally used inclusive language that encouraged participation from both boys and girls and avoided bias in classroom interaction. However, a substantial proportion (42%) of the observations revealed that gender-responsive language use was only partially evident or inconsistently demonstrated, suggesting that in many instances, unconscious bias, unequal attention, or non-inclusive expressions may still be present during instruction. Only 3% of the observations exceeded expectations, where teachers

consistently used highly inclusive, balanced, and gender-sensitive language that actively promoted equal participation and confidence among all learners. Overall, while there is encouraging progress in promoting gender-responsive language use in classrooms, the findings highlight the need for continued teacher support, coaching, and reflective practice to ensure consistent and deliberate use of inclusive language that strengthens equity in learning environments



FEEDBACK FROM TEACHERS

Teacher Feedback from Classroom Observations

Successes

Teachers reported a generally positive teaching and learning process across most classrooms, with many lessons described as successful and well delivered. Learners were actively engaged in class activities, showing good participation in reading, sentence construction, answering questions, and solving exercises on the chalkboard. In several cases, learners were able to correctly complete tasks such as using pronouns, reading sentences fluently, and applying learned concepts, indicating effective understanding of lesson content.

The use of learner-centered and participatory methods, including TaRL and play-based activities such as basket games, was widely appreciated as it enhanced learner interest, motivation, and participation. Teachers also observed improved collaboration among learners, including increased willingness of boys and girls to interact and share learning spaces in some classrooms. Additionally, there were instances where learners demonstrated improvement in literacy and numeracy skills, especially when interactive teaching approaches were applied.

Challenges



Despite the successes, teachers highlighted several persistent challenges affecting effective lesson delivery. Overcrowded classrooms were frequently mentioned, limiting teachers' ability to give individual attention and effectively manage learner participation. Inadequate scholastic materials, including insufficient textbooks and teaching aids, also constrained learning activities and assessment.

Learners' literacy levels remain a major concern, with many struggling with reading, writing, spelling, and comprehension of complex concepts. Some learners also showed low attention levels, shyness, and in some cases hunger, which negatively affected concentration and performance in class.

Teachers further reported difficulties in implementing the TaRL methodology effectively, citing lack of manuals, insufficient refresher trainings, and challenges integrating the approach into upper primary classes. Gender-related classroom dynamics also remained a challenge, particularly resistance to mixed seating arrangements between boys and girls.

In addition, infrastructure constraints such as lack of classrooms (with some learners studying under trees) and limited instructional time for marking and supporting all learners were noted. A few teachers also reported difficulties in lesson delivery related to clarity of instruction and audibility.

Overall Reflection

While teachers demonstrated strong commitment and creativity in delivering lessons and engaging learners, the challenges identified point to a need for continued support in teacher capacity building, provision of learning materials, improvement of classroom infrastructure, and strengthening of inclusive and gender-responsive teaching practices.

FEEDBACK FROM LEARNERS

The feedback from learners indicates a generally positive learning experience across most classrooms, with many learners describing lessons as good, enjoyable, and interesting. Learners frequently reported that they understood the lessons and appreciated their teachers' methods, particularly where interactive and learner-centered approaches were used. Subjects such as science topics (e.g., soil and its uses), English, and mathematics were highlighted as enjoyable, especially when teachers used teaching aids like flashcards, basket games, and practical methods such as box and ladder methods for multiplication. Learners also expressed appreciation for teachers who were friendly and used play-based learning approaches, noting that these methods made learning easier and more engaging.

However, while many learners reported understanding the lessons, there was evidence of limited depth of comprehension, as some learners who said they understood could not clearly explain or summarize what had been taught when probed. Learners also showed active participation in



several lessons, including raising hands, responding to questions, reading numbers, and engaging in classroom activities, although a few learners were observed to be reluctant or less attentive.

Regarding classroom interaction and social dynamics, learners shared mixed views on gender relations. While some classrooms showed positive interaction with boys and girls seated separately but participating actively, learners also expressed concerns about discomfort in mixed seating arrangements. Girls, in particular, reported issues related to boys' behaviour, such as noise-making and inappropriate conduct, while boys also expressed concerns about teasing, which influenced their willingness to share desks.

Overall, learners expressed enjoyment of lessons and appreciation for engaging teaching approaches, but the feedback also points to the need for deeper comprehension checks, improved classroom discipline, and continued efforts to promote positive and safe gender interactions within learning spaces.

FEEDBACK FROM OBSERVERS AND RECOMMENDATIONS

The observers' feedback indicates a mixed picture of instructional practice, with notable strengths in teacher preparedness, subject mastery and learner engagement, alongside persistent areas requiring improvement in pedagogy, classroom management, and learning environment.

On the positive side, many lessons were observed to be well delivered, with teachers demonstrating strong mastery of content and, in several cases, thorough preparation through lesson plans, schemes of work, and use of appropriate teaching and learning materials. Learners were generally disciplined in some classrooms, actively participating in activities such as answering questions, solving problems, and engaging with real objects and concrete learning aids. The use of practical materials such as counters, newspapers, magazines, and multiplication methods (box and ladder methods) were highlighted as making lessons more meaningful and easier to understand. In some cases, learners were fully engaged, competently achieving lesson objectives, and benefiting from teachers who motivated participation and created a supportive teacher-learner relationship.

However, several instructional gaps were consistently identified. A major concern was the limited use and integration of TaRL methodologies, with many teachers either minimally applying or not effectively utilizing structured TaRL activities to support differentiated learning. Teaching approaches in many lessons remained teacher-centered, with limited learner participation, insufficient use of group work, and over-reliance on chorus reading and choral responses. Observers noted that chorus reading often limited individual learner assessment and masked comprehension gaps, as some learners merely followed peers rather than actively engaging with content.

Classroom management and learning environment challenges were also frequently observed. Issues such as overcrowded or poorly arranged seating, lack of classroom displays, noise, poor audibility of some teachers, and un-conducive physical environments (including broken desks and

cold conditions) affected learning effectiveness. Learners in some classes were observed to have limited access to textbooks and learning materials, while in others, learners at the back were less attentive or disengaged. Poor handwriting among learners was also highlighted as a recurring concern, alongside weak literacy foundations in reading and spelling.

Observers further noted gaps in instructional quality and professional practice, including incorrect spelling on teaching aids, weak lesson planning in some cases, and limited evaluation of learner understanding during lessons. Gender responsiveness was also identified as an area needing strengthening, particularly in classroom interaction, seating arrangements, and integration of gender considerations into teaching practices. In addition, classroom discipline issues such as murmuring, noise, and lack of attentiveness were noted in some lessons.

Despite these challenges, there were encouraging signs of improvement in some classrooms, including increased use of learner-centered strategies, growing teacher awareness of TaRL, and better engagement through interactive and practical activities. Teachers were also observed building positive relationships with learners, encouraging participation, and demonstrating willingness to improve.

Overall, the observers' feedback suggests that while instructional delivery is generally functional and, in some cases, strong, there is a clear need for continued support in strengthening learner-centered methodologies, improving literacy outcomes, enhancing classroom management, integrating gender-responsive practices, and ensuring consistent and effective implementation of TaRL approaches across all classrooms.

WHAT STOOD OUT FOR OBSERVERS

From the classroom observations, several positive and noteworthy practices stood out that reflected encouraging teaching and learning experiences across different classrooms.

One of the key highlights was the use of simple but effective learning routines and strategies that support learner inclusion and foundational skills. For instance, reciting the alphabet during lesson introduction was observed as a helpful practice that supported learners who struggle with letter recognition to catch up with their peers. Similarly, teachers' use of structured lesson plans and schemes of work stood out, reflecting a level of preparedness that supported lesson flow and organization.

Learner-centered and interactive teaching approaches were also strongly visible in many classrooms. The adaptation of activities such as the "letter jump" game, use of counting sticks for simple addition, and application of practical methods like the ladder and box methods in multiplication were particularly impressive. These approaches made learning more engaging and helped learners understand concepts more easily. The use of real-life teaching aids, such as classroom objects (e.g., chairs to demonstrate size differences) and print materials like newspapers and magazines, also stood out as it made lessons more practical and relatable.



Classroom interaction and learner engagement were another strong feature observed. Many classrooms showed active participation from learners, including those at the back, indicating good classroom management and inclusion even in large classes. Teachers were observed encouraging individual responses, reading aloud while learners followed, and identifying learners' challenges through one-on-one reading opportunities. Learners were generally eager, attentive, and willing to ask questions, demonstrating curiosity and a positive attitude toward learning.

Classroom organization and gender responsiveness also stood out in several cases. Mixed-gender seating arrangements, clustered seating and visible gender-supportive practices such as sweeping rosters reflected efforts toward inclusion and shared responsibility. In some classrooms, every desk had a mix of boys and girls, which promoted interaction and collaboration between learners.

The teacher-learner relationship was another notable strength. Observers highlighted strong rapport, with learners feeling free and comfortable to interact with their teachers. Teachers were seen as approachable, supportive, and willing to allow learners to ask questions freely, which contributed to a positive learning environment. In addition, the visible joy, enthusiasm, and passion among learners were frequently noted, showing strong motivation and interest in learning activities.

Finally, classroom management and teacher confidence stood out in some contexts, particularly where teachers effectively managed large classes, ensured participation from all learners, and maintained order while keeping learners actively engaged.

Overall, what stood out most was the combination of active learner participation, practical teaching strategies, strong teacher-learner relationships, and emerging efforts toward inclusive and engaging classroom practices that promote learning for all learners.

AREAS OF IMPROVEMENTS THAT OBSERVERS DISCUSSED WITH TEACHERS

Following classroom observations, constructive feedback was shared with teachers focusing on strengthening lesson delivery, learner engagement, and inclusive classroom practices. A key area of improvement was lesson planning, where teachers were encouraged to develop clear, SMART, and well-structured lesson plans that enhance intentional teaching, improve lesson flow, and allow for effective delegation when necessary. Teachers were also advised to regularly review and evaluate their lesson plans after delivery to strengthen future instruction.

Another major area highlighted was the need to strengthen learner-centered approaches. Teachers were encouraged to reduce reliance on teacher-centered methods such as chorus reading and instead adopt interactive strategies that give learners more opportunities to participate actively. This includes increased use of group work, individual reading turns, class discussions, and problem-solving activities on the board. In addition, teachers were guided to consistently integrate TaRL activities such as number charts, basket games, ladder and box methods, and other simple tools to bridge learning gaps and make lessons more engaging and inclusive.



Classroom participation and engagement were also emphasized, with teachers encouraged to ensure equal involvement of both boys and girls during lessons. Attention was drawn to the importance of balanced motivation, gender mixing in seating arrangements, and creating opportunities for all learners, including those at the back, to actively engage in learning activities. Teachers were further advised to pay closer attention to learners who are less audible or less active during lessons.

Classroom management and learning environment improvement were also discussed. Teachers were encouraged to maintain a conducive and organized classroom environment through proper seating arrangements, cleanliness, adequate displays, and ensuring that broken or inadequate furniture is addressed where possible. In some cases, improving audibility and classroom control was also highlighted to ensure effective learning.

In terms of literacy development, teachers were guided to support learners in improving handwriting, spelling, reading fluency, and comprehension. This included correcting mistakes promptly, modelling proper writing, and providing continuous practice opportunities. Teachers were also encouraged to ensure proper use and availability of learning materials, including textbooks and teacher-made instructional aids, to support effective learning.

Additionally, teachers were encouraged to enhance the quality of teaching and learning materials, ensuring clarity, correctness of spelling, and proper presentation of charts and classroom displays. Strengthening classroom displays was also emphasized as a way of supporting continuous learning.

Gender integration emerged as a key area for improvement across observations. Teachers were encouraged to consciously embed gender-responsive practices into daily teaching, including seating arrangements, classroom roles, participation strategies, and learner interactions. They were also advised to promote positive relationships between boys and girls through guidance, counselling, and structured activities that encourage collaboration and respect.

Finally, teachers were encouraged to deepen their understanding and consistent application of TaRL methodologies, alongside improving literacy-focused teaching strategies. Continued professional development, peer consultation, and more practical, interactive lessons especially in literacy subjects were recommended to further strengthen learning outcomes.

Overall, the feedback focused on enhancing learner participation, improving instructional planning and delivery, strengthening literacy outcomes, and embedding gender and TaRL approaches more effectively into everyday classroom practice.

OBSERVATION OF STUDENTS' PROGRESS IN FOUNDATIONAL LITERACY AND NUMERACY SKILLS

Classroom observations revealed encouraging signs of learner progress across several areas of literacy and numeracy. Many learners demonstrated improved understanding of concepts during continuous assessments and classroom activities, with several correctly solving mathematics problems, reading sentences fluently, and participating actively in lessons. Learners were observed successfully constructing sentences using given words and pronouns, correctly spelling words, matching numbers, and carrying out simple addition using counting sticks. In a number of classrooms, learners also showed improvement in pronunciation, reading fluency, and confidence while responding to teachers' questions and participating in interactive activities.

The use of learner-centered teaching approaches such as the "I do, We do, You do" model appeared to positively support learner understanding and participation. The "We do" component was particularly strong in several lessons, where learners demonstrated the ability to work together and follow guided instruction effectively. Active participation from both boys and girls was also noted, with learners engaging in reading, sentence formation, and classroom discussions.

Observations further indicated that many learners are gradually building foundational literacy skills, especially in reading and spelling. Some learners were able to fluently read words and short sentences, while others could correctly write spellings on the chalkboard when tasked. In upper primary classes, particularly P.5, learners generally showed less difficulty in reading and writing compared to lower classes, although some learners still required additional support.

Despite the observed progress, challenges remain in certain learning areas. Some learners continued to struggle with writing, spelling, independent reading, and understanding more complex concepts such as comparative adjectives. In some classrooms, learners were able to read jointly with the teacher or as a group but struggled to read individually, indicating a need for more individualized support. External factors such as cold weather and fatigue following co-curricular activities also affected learner concentration and participation in a few instances.

Overall, the observations suggest that learners are making gradual progress in literacy and numeracy, particularly where interactive, supportive, and practical teaching methods are consistently applied. However, continued support is needed to strengthen independent reading, writing, comprehension, and participation among all learners.

TEACHER INTERVENTIONS FOR STUDENTS REQUIRING ADDITIONAL SUPPORT

The classroom observations revealed that teachers are making deliberate efforts to support learners who require additional academic assistance, particularly those struggling with literacy, numeracy, and classroom participation. One of the most common interventions observed was the use of remedial lessons, including extra learning sessions conducted after regular class hours and during evenings. Teachers also reported providing catch-up lessons and additional assignments to help slow learners reinforce concepts and improve understanding.



Individualized support emerged as another key strategy. Several teachers were observed offering one-on-one assistance to learners during lessons and assessments, especially for those facing difficulties in completing tasks or understanding concepts. Teachers also ensured that struggling learners were given more time to complete assignments and encouraged them continuously to remain motivated and engaged in learning.

Peer learning and collaborative support approaches were also widely practiced. In some classrooms, weak learners were paired with faster learners to encourage peer support and shared learning. Teachers additionally grouped learners strategically and encouraged consultations between learners and teachers outside normal class time to strengthen understanding.

Classroom arrangement and participation strategies were another area of support. Teachers often placed struggling learners in front seats to improve attentiveness and participation, while also calling them by name and encouraging them to contribute during lessons so they would feel included and supported. Some teachers made efforts to create approachable learning environments where learners felt free to ask questions and seek clarification whenever necessary.

Continuous correction and feedback were also commonly used to support learner improvement. Teachers regularly corrected assignments, guided learners through mistakes, and exposed them to learning materials and classroom displays that could reinforce learning during free time. Encouragement and positive reinforcement were consistently highlighted as important methods used to build confidence among learners experiencing difficulties.

In addition, some teachers emphasized the importance of involving parents in supporting learners at home, particularly for learners requiring continuous remedial support. There were also efforts to provide extra learning opportunities when teachers missed sessions, ensuring learners do not fall behind.

However, in a few observations, support strategies for struggling learners were either not clearly observed or not mentioned, suggesting inconsistencies in the implementation of learner support mechanisms across classrooms.

Overall, the findings demonstrate that many teachers are actively committed to supporting learners who need additional help through remedial teaching, individualized attention, peer learning, encouragement, and continuous follow-up. These interventions reflect growing awareness of inclusive teaching practices, though there remains a need for more structured and consistent support systems to ensure that all learners receive the assistance they need to progress academically.

TEACHER KNOWLEDGE AND AWARENESS ON GENDER

The observations indicate that efforts to build learners' awareness and understanding of gender equality in daily classroom life are gradually emerging, although implementation remains inconsistent across classrooms. In several lessons, teachers demonstrated gender-responsive



practices through the use of inclusive and neutral language, equal participation opportunities, and fair distribution of classroom responsibilities between boys and girls. Teachers were observed encouraging both boys and girls to actively participate in lessons, assigning similar tasks and activities to all learners regardless of gender, and ensuring equality in classroom roles such as cleaning and other responsibilities.

Some teachers intentionally used gender-responsive language and avoided biased expressions during lesson delivery, helping create a respectful and inclusive classroom environment. In a few classrooms, mixed-gender seating arrangements and group activities were encouraged to promote interaction and collaboration between boys and girls. Teachers also ensured equitable labor distribution through strategies such as sweeping rotas and assigning classroom duties equally among learners. Additionally, the use of inclusive terms such as “learners” instead of gender-specific labels reflected efforts toward promoting fairness and inclusion.

A few observations highlighted strong awareness of gender-responsive methodologies, where teachers deliberately integrated gender considerations into teaching practices, encouraged equal engagement during lessons, and created opportunities for both girls and boys to freely express themselves without fear or discrimination. Classroom displays and talking walls were also used in some cases to reinforce inclusive learning messages.

However, in many classrooms, gender awareness practices were either only partially evident or not clearly observed. Several observations described the classroom environment as “neutral,” where no obvious gender bias was present, but active promotion of gender awareness was limited. In some cases, observers noted that gender-responsive practices were not intentionally demonstrated beyond the use of appropriate language. This suggests that while many teachers avoid overt gender discrimination, there is still limited deliberate integration of gender-responsive approaches into everyday teaching and classroom interaction.

Overall, the findings show encouraging progress toward promoting gender equality in classrooms through equal participation, inclusive language, and shared responsibilities. However, there is still a need for continued teacher support and mentorship to strengthen practical integration of gender-responsive teaching strategies and to ensure that awareness of gender equality becomes a more visible and intentional part of everyday classroom life.

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