

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	☐	☒	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	☒	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	☒	☐	☐
4. Key Transferable Skills	☐	☐	☐	☐	☒	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I think I have done well in analysing the different methods. I have done a wide range of reading. I think the structure of my essay is good. Good use of appendices.	I think I need to develop my critical analysis, I think it may be too descriptive in parts. Could have had a wider range of reading. Think the analysis of Lesson Study and Discussion part could be developed.

Student's Name	Nia John	Date	15.04.18
Student's Signature	Nia John		

*How does the use of talk partners improve
pupil participation in a lower KS2
classroom?*

Student Number: 1700781

The Enquiring Teacher
ECPP7001

Word Count: 6240

Contents Page

<u>Contents</u>	<u>Page</u>
Abstract	2
Aims and Purpose of Research	2
Research Context	3
Literature Review	3
Methodology	6
Ethical Considerations	9
Lesson Study	11
Research Findings	14
Conclusion	16
Recommendations	18
Reference List	19
Appendices	21

List of Appendices

Appendix A	Lesson Plan
Appendix B	Observation Schedule
Appendix C	Observation Checklist
Appendix D	Focus Group Transcripts
Appendix E	Ethics Form
Appendix F	Consent Letter
Appendix G	Explanatory Statement
Appendix H	Gaining Assent
Appendix I	Lesson 1 Observation Notes
Appendix J	Lesson 1 Checklist
Appendix K	Lesson 2 Observation Notes
Appendix L	Lesson 2 Checklist

How does the use of talk partners improve pupil participation in a lower Key Stage 2 classroom?

Abstract

This small-scale research study aims to discuss how the use of talk partners improves pupil participation in a Key Stage 2 classroom. During a recent teaching experience, talk partners were being introduced within the classrooms of the school as a part of the visible learning programme they were following. The researchers wanted to explore whether the use of talk partners was beneficial in improving pupil participation in Key Stage 2. A lesson study design was implemented and a triangulated approach of observational techniques and focus interviews were used to collect qualitative data. The findings suggested that although the use of talk partners did seem to improve pupil participation, the pupils' opinions on talk partners gave a more negative view on the use of talk partners than what was predicted.

Aims and Purpose of the Research

Since Shirley Clarke's (2014) research on 'Talk Partners' as a form of formative assessment and effective learning, the use of talk partners have become popular in many schools. During teaching experience, the use of talk partners was being introduced in everyday lessons in School X as a part of the school following a visible learning programme, based on the work of John Hattie (Osiris Educational Ltd, 2018). The benefit of talk partners interested me as I had never used them before and had just started using them more during lessons in my class. I was interested in finding out what the benefits of using talk partners were and whether the use of talk partners improves pupil participation. I was also interested in finding out what the children's views on talk partners were and whether they thought the use of talk partners were beneficial. Therefore, the aim of this research is to try and determine how effective the use of talk partners is for pupil participation.

Research Context

The research study was conducted in two Key Stage 2 (KS2) classrooms within the same school. The school, which shall be referred to as School X in order to protect their identity, is a large primary school in Cardiff. School X caters for children aged three to eleven, with approximately 514 children on roll. The school is in a 'predominantly affluent' area of Cardiff but with 'pockets of deprivation' (ESTYN, 2013) with approximately 12% of pupils being entitled to free school meals, which is well below the national average of 20.1%. The first research lesson took place in a year 4 class, there were 30 children in this class. The second research lesson took place in a year 3 class which also had 30 children in it.

The school where the research took place, is currently following a whole school programme called 'Visible Learning Plus' by Osiris Education (Osiris Educational Ltd, 2018) which is based on the work of Professor John Hattie. As a part of the visible learning programme, School X have also incorporated Shirley Clarke's (2014) idea of talk partners into their classrooms. I discussed with my research partner the use of talk partners in the school and whether she thought it was beneficial for the children's participation. After discussion, we decided to research further into the use of talk partners in KS2. Together our research question is 'How does the use of talk partners improve pupil participation in a lower Key Stage 2 classroom?'.

Literature Review

From exploring relevant literature, it is evident that there has been much discussion and research on the topic of talk partners and collaborative learning in the classroom. The notion of 'Talk Partners' was introduced by Shirley Clarke (2014: 57) as a form of formative assessment and effective learning in the classroom, which can be found being used in a number of schools. Although the term 'Talk Partners' was introduced by Clarke (2014) the notion of pair work and collaborative work has been around for many years. Clarke (2014) highlights the importance of discussion and learning from others and states that talk partners have a significant impact on both a child's social skills and their learning. Clarke

(2014) also suggests that talk partners allow children more thinking time and a chance to articulate their thinking, which emerged as a result of studies that showed children were not given enough 'wait time' when answering questions (Rowe, 1974 cited in Clarke, 2014), making it more likely for them to answer questions. Clarke (2014) also suggests that through the randomised mixed-ability pairing of the talk partners, that is changed every week, the children get a rich diet of different learning partners that all bring different strengths. She argues that if paired with a lower achiever, children often become explainers, which will deepen their own learning and when paired with a higher achiever, the children have an opportunity to learn that they might not have had if placed with a child of the same ability (Clarke, 2014).

Although Clarke's (2014) work on talk partners is relatively recent, the idea that children learn better through interaction with others is not a modern concept. In his seminal research, social constructivist Vygotsky (1978 cited in McLeod, 2012) stated that children learn through the social interaction with other people. Vygotsky (1978, cited in MacBlain, 2014) believed the role of other people such as adults, siblings and peers were essential for a child's learning. Vygotsky (1978 cited in McLeod, 2012) stated that children develop with the help from more skilful peer or adult within the zone of proximal development through the use of scaffolding. Scaffolding is a term that comes from another Social Constructivist called Bruner (1976 cited in MacBlain, 2014) who also emphasised the important role others have in supporting children's learning, he stated that 'scaffolding' is when a teacher or a more skilful peer provide a child with steps of guidance to help complete a task which is then removed when a child can do it independently (Crowley, 2014).

Additionally, the importance of discussion and collaboration in the classroom, is also evident in Hattie's (2012) seminal work on visible learning. Hattie (2012) ranked classroom discussion seventh in his list of ten influences on learning and student achievement. Similarly to Clarke (2014), Hattie (2012) argues that classroom discussion allows children to improve their communication skills by voicing their opinions and thoughts and allows children to learn from each other. He suggests that classroom discussion also allows teachers to see whether children have learnt the concepts that are being taught.

Incidentally, the notion of children needing to talk and collaborate is also highlighted in Pie Corbett's (2016) work 'Talk for Writing'. Talk for Writing emphasises the importance of having to talk first for the children to be able to construct writing using good vocabulary.

Corbett (2016) also identifies the importance of partners as he suggests children should be encouraged to swap their work with a partner to discuss how they can make their work better which supports Clarke's (2014) idea of talk partners and the benefits talk partners can have on a child's achievement.

Alexander (2008) also emphasises the importance of talk, in his work on dialogic teaching. Alexander (2008) suggests that dialogic teaching encourages the power of talk to stimulate and extend students' thinking and improves their learning and understanding. Similarly to Clarke's (2014) Talk Partners, dialogic teaching encourages children to interact with each other and think in different ways (Alexander, 2008). Jarman (2013) agrees with Alexander's (2008) work on dialogic teaching and suggests that dialogue and interaction are incredibly effective teaching tools. She states that good discussion in the classroom is stimulating and rigorous. However, she also discusses how there can be bad discussion work, she states that when there is loose classroom discussion, where students are simply saying whatever they think, then there is no dialogue taking place and it is not productive and fails to build knowledge (Jarman, 2013).

The current developing curriculum reform for Wales, 'Successful Futures' Donaldson (2015) also emphasises that good teaching and learning encourages collaborative learning. Donaldson (2015) highlights that cooperative learning is important and has positive effects on motivation, problem solving and achievement. He also mentions that working as a member of a team is a key skill needed in being an enterprising, creative contributor ready to play a full part in life and work, which is one of the four main purposes.

It is clear from the research that the use of talk partners or any form of talk or discussion in the classroom can be beneficial for a child's learning. However, there is discussion on how not all talk and dialogue is beneficial as there can be bad discussion in the classroom that does not impact on a child's learning.

Methodology

This research study aimed to collect qualitative data to investigate whether the use of talk partners improves pupil participation in KS2. Qualitative data is data that is collected in the form of words rather than numerical form, usually in-depth descriptive data about how people think or feel, that can be collected using research methods such as interviews and observations (Denscombe, 2014). For this small-scale research study, the methodology used was a lesson study, which is a form of action research (Dudley, 2014). To collect the qualitative data in this lesson study, various research methods were used including observations and interviews, this triangulated the study increasing the validity and reliability of the findings (Taber, 2007). The use of quantitative methodology such as questionnaires were considered, however these methods are much more appropriate for large scale studies (Bell, 2010) so wouldn't be beneficial for this study.

Lesson study is a form of classroom action research, that although originated in Japan has become a popular model of professional development in the UK (Department for Education, 2009). A lesson study is a process that focuses on the development of teacher practice knowledge (Dudley, 2014) and focuses on a particular aspect of teaching and learning they have identified that they want to improve (Department for Education, 2009). Dudley (2014: 1) states that lesson study 'involves a group of teachers collaboratively planning, teaching, observing and analysing learning and teaching in research lessons'. It is a process that allows teachers to learn about effective practice which can result in improved learning outcomes for pupils (Stepenek *et al*, 2006).

The process of a lesson study design begins with a group of two or more teachers who identify an aspect to focus on and plan a research lesson together (See Appendix A). The teachers then predict how their learners will respond and then one of the teachers will then teach the research lesson and they observe the learning. A focus group interview of a group of case pupils after the lesson is held and then they revise and adjust the lesson and teach it again. They then analyse the data they have collected and share their findings (Dudley, 2014, Stepenek *et al*, 2006).

Dudley (2014) recommends the use of lesson study, as he found that lesson study can have a significant impact on pupil learning as a result of teacher learning. Stepenek *et al* (2006) state that the use of lesson study in schools is beneficial as they allow teachers to

build on each other's knowledge and ideas and can bring continuous improvement.

Robinson *et al* (2009 cited in Dudley 2014: 1) also support the use of lesson study, they believe that taking part in collaborative research, such as a lesson study, in order to improve teaching and learning is 'the single most impactful action a school leader can take to improve educational outcomes for pupils'.

It is also important to note that although lesson studies can be extremely beneficial, challenges could arise when using a lesson study. Stepenek *et al* (2006) highlight that lesson studies can be very time consuming to plan and that there could be some difficulties in the team working collaboratively and productively. Stepenek *et al* (2006) also discuss how some teachers have very little experience in observing and analysing student learning and may find it difficult if this is their first experience of lesson study. To overcome some of these issues, Dudley (2014) suggests that teams should work together to develop trust between team members so that everyone feels comfortable working collaboratively and having their lessons observed.

For this lesson study, the methods of data collection used were observation, observational field notes and a focus group interview. Using a variety of methods made this a mixed method approach, this triangulated the approach which allows the researcher to gain a fuller picture and confidence that the findings are more accurate (Denscombe, 2014). Structured observations were used as the principle method of data collection. Bell (2010) states that structured observations are when the researchers have decided on a focus rather than letting the focus emerge. Structured observations were chosen in this case as the researchers had decided to focus on the use of talk partners. The structured observations involved a mixed approach of both non-participant and participant observations, as the teacher took on the role of the participant observer and the research partner took on the role on the non-participant observer (Denscombe, 2014). Palaiologou (2008: 105) advocates the use of observations in the classroom, he states that they can 'offer us information and evidence for understanding and extending our knowledge of children's development and learning'.

However, as with many research methods, there are challenges to consider with observations. Bell (2010) notes that one of the criticisms of using structured observations is that they could become subjective and biased as different observers may produce different accounts of situations. To overcome this the researchers made sure to observe and collect

data in as objective a way as possible. A semi-structured observation schedule (See Appendix B) and a Leuven involvement scale (Laevers *et al*, 2005) checklist (See Appendix C) were created and used by the non-participant observer which allowed them to collect objective data on the use of talk partners within the lesson. The semi-structured observation schedules allowed the observer to have a specific agenda but also allowed them to be flexible with their note taking which is recommended by Bell (2010).

As suggested by Dudley (2014) as an essential part of a lesson study design, a small focus group interview with the case pupils took place after the lesson to gain their insights of the research and add to the data collected from the observations. Denscombe (2014) states that focus group interviews consist of small groups of people that are brought together to explore attitudes, perceptions and ideas about a specific topic. Focus group interviews are beneficial as they allow the researchers to gain valuable, in-depth information about how different people think about a certain issue (Bell, 2010). Sharp (2012) warns that the success of a focus group interview depends on the trust within the group, he states that the group need to feel comfortable and free to express themselves and assured about confidentiality.

The focus group interviews involved three children from each class that were selected using a non-probability purposive sample (Sharp, 2012). This is when participants are selected based on specific characteristics (Denscombe, 2014), in this case three participants were chosen based on their attainment groupings. One child was chosen from the lower attaining group, the middle attaining group and the higher attaining group, this was to gain the different opinions and to see whether attainment had an impact on the opinions children have on the use of talk partners. The focus groups took place in a safe comfortable place and the participants were assured that they had full confidentiality and were made to feel at ease and free to express themselves (Denscombe, 2014) so that the data collected was of the highest standard.

The focus groups were audio-recorded and a transcript of the interviews (See Appendix D) were typed up afterwards, this was done as taking notes during the interview could appear inattentive and may be difficult to fully represent participants with information potentially getting lost in translation (Denscombe, 2014).

An important part of the lesson study design is gaining the teachers perspectives in a discussion after the research lessons, so after each lesson the participant observer reflected

on the process. Griggs *et al* (2016) claim that reflection is a key component of professional education and development. The reflection model chosen was Kolb's (1974 cited in McLeod, 2017) Learning Cycle Model which emphasises reflective observation as a way to analyse and draw conclusions from an experience. Kolb's (1974 cited in McLeod, 2017) learning cycle has four stages, it begins with a concrete experience, which is reflected on, learned from and then put into practice.

Finally, once the research lessons and data from the observations and focus group interviews had been collected, the researchers had to analyse the findings. Denscombe (2014) states that qualitative data can be time consuming to analyse as it can be more difficult to analyse compared to quantitative data.

Ethical Considerations

When conducting classroom research, it is important to ensure that all ethical problems have been considered. Denscombe (2014) states that ethical approval from an Ethics Committee is required before any research can be undertaken. Before conducting any research, permission was sought from, and approved by, the UWTSD Ethics Committee, by completing an ethics form (See Appendix E) stating the details of the research study and the ethical problems that had been considered. Throughout the study the British Educational Research Association Guidelines (BERA, 2011) and the UWTSD Research Ethics & Integrity Code of Practice (2017) were adhered to, ensuring that all ethical issues were avoided, and the research was of good quality.

Due to the fact the research was being conducted in a classroom and involving the participation of children, special considerations had to be made. BERA (2011: 5) states that 'researchers must take the steps necessary to ensure that all participants in the research understand the process' which includes gaining voluntary informed consent. To gain informed consent, a consent letter was devised by the university (See Appendix F) and sent to the participants parents. It is also important to gain assent from the children to ensure that they are fully aware of the research. Assent was gained from the participants in the form of an explanatory statement (See Appendix G) and a picture for them to colour stating whether they give assent or not (See Appendix H). Ongoing assent was also enforced to

ensure that the participants felt comfortable and safe throughout the study. The participants were also informed of their right to withdraw from the research at any point and that their data would not be considered in the findings as BERA (2011: 6) states that 'researchers must recognize the right of any participant to withdraw from the research for any or no reason, and at any time'.

The data was held securely in accordance with the Data Protection Act (1998 cited in BERA, 2011: 7) and confidentiality and anonymity of the participants and school would be kept at all times. To ensure anonymity and confidentiality of the school and participants, pseudonyms were used throughout the study to hide their identity (Winstanley, 2010).

Lesson Study and Analysis

As seen in the lesson plan (See Appendix A), the researchers decided to plan a lesson where the main focus was for the children to be working with their talk partner to complete an activity. The objective of the lesson was to work collaboratively in an experiment where they had to choose appropriate materials to cover an egg which would stop it from breaking when dropped from a specific height. The first lesson would take place in a year 4 class in School X where one of the researchers that was familiar to the learners, took on the role of the teacher whilst the remaining researcher observed. The research pair would then reflect on the lesson and refine the process for the second research lesson. The second research lesson would then be conducted in a year 3 class also in School X, where the researchers roles were reversed, as the observer from the first lesson now became the teacher and the other researcher became the observer, this was to ensure that the pupils remained comfortable with the teacher.

Research lesson one began with the children sat at their tables next to their talk partners, where they had been sat for this particular week. The teacher introduced the lesson and discussed the objective of the task, all the children were observed to be well engaged and listening well to the teacher. During the introduction the teacher gave opportunities for the children to discuss with their talk partners which materials they were going to use to cover their egg. As seen in the observation schedule (See Appendix I) the children were observed to be on task and engaged with the task, they were very excited about the task ahead and good discussion was observed. Interestingly, when observing the focus children (See Appendix J) discuss their ideas, it was observed that Child 3, who was a higher attainer partnered with Child 2 a lower attainer, took on the role of the leader and seemed to be telling Child 2 the items they were going to choose, rather than sharing each other's ideas, this did not seem to bother Child 2 who let Child 3 take control. This is reflected in the thoughts of Clarke (2014) who suggests when a higher attainer is paired with a lower attainer they often take on the role of the explainer. Interestingly, Child 1, a middle attainer and her talk partner who was of similar abilities, were observed to be taking it in turns to speak and listened well to each other's ideas. However, at some points they were also observed to be having difficulties agreeing on items they were going to choose

and what roles they were going to take on, they were observed doing 'rock paper scissors' to distinguish who was going to do what.

During the main task, the class were again observed being on task and engaged (See Appendix I). The observer stated that they were all taking it in turns to speak and listening to each other's ideas and helping each other cover their eggs and enjoying what they were doing. As predicted, the focus children were observed being engaged and participating with the task in hand, which does support the thoughts of Clarke (2014), who suggests the use of talk partners improves pupil participation. When comparing the work of the focus group children at the end of the lesson it was evident that all the learners had achieved the lesson objective and were all able to work collaboratively on the experiment. Interestingly, when completing the worksheet in their pairs and speaking to the rest of the class, the researchers found that the higher attaining child of the pair seemed to take on the role of scribe and the role of spokesperson.

After reflecting on the first research lesson it was decided that the lesson could be improved by the teacher giving the children more opportunities to discuss with their talk partners during the introduction. Opportunities for talk partner discussion were given during the first lesson's introduction, however the researchers reflected that giving more of these opportunities during the introduction would enable them to gain more evidence in whether talk partners were beneficial for pupil participation. The researchers also decided that the lesson could be improved by giving the children less materials for their experiment such as cellotape, the researchers thought that this would make the children have to think harder and have to collaborate more with their talk partners when deciding on the materials they were going to choose. Changes were also made to the timings of the lesson and making sure the children knew the time frames they had, as the first research lesson ran on longer than planned. It was also decided that in the second lesson the focus group children would be sat on tables in a closer proximity to each other in order to make it easier for the observer to observe these specific children and collect data more efficiently.

During the second research lesson, the researchers found it pleasing to observe (See Appendix K) that although a year younger, the children still enjoyed the collaborative task and were all excited and engaged during the lesson. As decided as an improvement from lesson one, more opportunities to discuss with their talk partners were given during the introduction, the researcher observed that this did encourage more discussion amongst talk

partners which did improve participation as there were lots of hands up willing to answer questions. However, the researcher also observed that when they were told to talk to their talk partners whilst on the carpet they were not following the correct talk partner rules of turning to face each other, which is something that they would need to be reminded on. Similarly to lesson one, when observing the focus children (See Appendix L) the observer found that Child 2, who was a lower attainer partnered with a higher attainer, let her partner take control and do most of the talking and making the decisions.

During the main task, the observer found (See Appendix K) that the children were again very engaged in the lesson and were seen sharing ideas with their talk partners about what they were going to do and working well together. However, the children in lesson two were observed to be a lot louder and more excitable when completing the task with their talk partners compared to the children in the first lesson, this could have been because of the age difference of the classes as the second class were a year younger, or perhaps this class were less familiar with how to work sensibly with their talk partners. Again, this could suggest that this class need reminding on what good talk partner work looks like. Similarly to lesson one, when observing the focus children (See Appendix L), the researcher found that the higher attaining children took on the role of spokesperson and scribe. She observed that Child 3, a middle attainer, and Child 1, a higher attainer, did both the writing and the talking for their group whilst Child 2, a lower attainer, let her partner do the writing and the talking in front of the class which could suggest that the higher attaining children are just doing the work for the lower attaining children rather than helping them and working together.

Interestingly, when comparing the results from the observations to the focus group interviews, the opinions the children had about talk partners were very different to what the researchers predicted and what was found in the observations. The researchers predicted that the children would all enjoy working with their talk partners and think they were beneficial, the findings from the observations would suggest that these predictions are right as the children were observed working well with their talk partners and engaged in the lessons. However, the opinions the children had about talk partners in the focus group interviews were varied (See Appendix D). The focus children highlighted the benefits of having a talk partner, but they also highlighted that they don't always enjoy working with a talk partner. Some of the negative things they mentioned about talk partners were that they

could be 'annoying', that sometimes they do not help you and just tell you the answer or that they have difficulty agreeing with each other. Interestingly, it was the lower attaining children who were more likely to state that they enjoyed having a talk partner as they helped them when they get stuck. However, higher attaining children were more likely to state that they preferred working alone and not having a talk partner. Some of the suggestions the focus group children suggested were that they did not always work with talk partners every lesson and that when they are working with talk partners that they should be reminded how to work properly with talk partners at the beginning of the lesson.

When reflecting on the research lessons, the researchers reflected that the lessons could have been improved by taking some time at the beginning of the lessons to remind the children what good talk partner work looks like. This could have been done by the researchers demonstrating to the class how to talk with a talk partner. Mini plenaries could have also taken place during the lesson to again remind the children how to work well with their talk partners, this is something to think about when using talk partners in future teaching.

Discussion of Research Findings

The findings from this lesson study are mostly consistent with the relevant literature that was reviewed at the beginning of the assignment. Clarke (2014), Hattie (2012), Corbett (2016) and Alexander (2008) all highlight the importance of talk and discussion within the classroom, suggesting that it can be extremely beneficial for a child's learning and engagement. This was reflected in the lesson study as talk and discussion with their partners was the main focus of the lesson and the children were observed being engaged and on task during both lesson studies, suggesting that talk is a beneficial tool in the classroom.

It was highlighted by Clarke (2014) that one the benefits of using talk partners is that they allow children more thinking time and a chance to articulate their answers, which makes it more likely for them to answer questions. This was particularly evident in lesson two, when the teacher gave the children more opportunities to discuss with their talk partners during the introduction, they observed more of the children putting their hands up

and being more willing to answer the questions. This suggests that the use of talk partners improves pupil participation in KS2 as more children are willing to participate.

Vygotsky (1978 cited in MacBlain, 2014) also highlighted the important role others play on a child's learning, he stated that children can develop with the help of a more skilful peer. This was demonstrated by Clarke (2014) who suggested that from changing the children's talk partners every week the children got to experience a wide range of different learning partners that all bring different strengths. Clarke (2014) stated that if a higher attainer was partnered with a lower attainer they often became the explainers which deepens their own learning and the lower attainer can learn from. This could be seen in both lesson studies as higher attaining children were observed to be taking control in making the decisions and taking on the role of spokesperson and scribe. However, it could be argued that the higher attaining children were not becoming 'explainers' as mentioned by Clarke (2014), but they were just doing all the work for their partners which was observed, which is not helping their partner learn at all. The findings from the focus group interview also reflected this, the children stated sometimes their partners just gave them the answers rather than help them, which is not beneficial for a child's learning or engagement.

Alexander (2008) and Jarmy (2013) discussed the negatives of discussion work and highlighted that there can be bad discussion that is not beneficial for a child's learning. Bad talk partner work was highlighted in the focus group interview when some of the children discussed that they do not always like working with their talk partners. They stated that talk partners could be 'annoying', that they do not help you and just tell you the answer and that they do not always agree.

It is therefore recommended that the use of talk partners is continued in these two classes as part of everyday lessons, as they can be beneficial. However, as suggested by this study, it is recommended that if they carry on using talk partners, the classes need to be reminded of how to work efficiently with their talk partners. This could be done at the beginning of every week or lessons by going through talk partner rules or the teacher demonstrating good talk partner work. They could also introduce 'compliment slips', which are suggested by Clarke (2014: 62), into the classes at the end of every week where the children can write comments about their talk partner, this would encourage more beneficial talk partner work.

Conclusion

This research aimed to use a lesson study design to investigate the use of talk partners in a Key Stage 2 classroom and how their use can improve pupil participation. It focused on the use of talk partners and how we can refine the use of talk partners to make them more beneficial for a child's learning. The research identified that the use of talk partners can be beneficial for a child's learning as suggested by Clarke (2014) as they encourage discussion and give them more time to think about their answers. However, the research also found that talk partners can be unbeneficial if not used properly.

The use of lesson study design as a research method was beneficial for this study as it allowed the researchers to gain valuable information about learning in a real-life situation as it was conducted in a classroom with real pupils (Dudley, 2014). It also allowed the researchers to work collaboratively as a pair and learn from each other's skills and attributes. However, one of the main limitations is the small sample size (Denscombe, 2014), as the research study was only conducted in one particular school. With the research in one school makes it impossible to make assumptions that the findings would be the same in other school. Therefore, it is important to note that the findings from the lesson study cannot be generalised as they are specific for this school. To make the findings more generalizable the study should need to be conducted in a range of different schools and year groups (Bell, 2010).

The use of mixed data collection methods triangulated the approach, which Denscombe (2014) suggests is beneficial as it allows the researcher to gain a fuller picture and confidence that the findings are more accurate and increases validity and reliability. The observation process allowed the researchers to gain valuable information by observing the children in real life situations. However, the researchers found that one of the limitations of observation process was the use of observational schedule. As the researchers were inexperienced in observations, they had some difficulty creating and filling in the observation schedule. They found that the Leuven involvement scale (Laevers *et al*, 2005) checklist (See Appendix C) they had created was not really beneficial for gathering data and did not make much difference to the findings and if they were to do the study again, they would not use this.

Using focus group interviews enabled the researchers to gain more evidence on the use of talk partners as they were able to gain the learners' perspectives. This improved the data as it enabled the researchers to gain perspectives that they would have not collected if just using observation alone (Denscombe, 2014). Like all methods, this method also had its limitations, it could be argued that the small sample size of three children from each class was too small to generalise as the opinions of the whole class (Bell, 2010). To gain the whole class' perspective on talk partners the researchers could have used a questionnaire gain extra information (Denscombe, 2014). However, although questionnaires would have been useful to gain more perspectives, due to time constraints, giving both classes a questionnaire was not possible.

One of the main limitations to this lesson study is that the researchers were inexperienced in using the lesson study process (Stepenek *et al*, 2006). Having never participated a lesson study before, the task was daunting to the observers and at times they were unsure what to do. It could be argued that, if they had more experience using lesson study, the researchers could have collected more reliable and valid data. Nevertheless, despite the limitations, it is hoped that the findings from this lesson study help give an insight into the use of talk partners in Key Stage 2 and how they can be used to improve pupil participation and learning.

Recommendations

As this was a small-scale research study that was conducted in only one school, it cannot be generalised to all schools. Therefore, one recommendation is that a larger scale study is implemented or that this lesson study is repeated in various other schools and classes to gain more valuable and generalizable data and a better insight into the benefits of talk partners on pupil participation.

The findings from the research study recommend that if planning on using talk partners in the future, that the children in the class need to constantly be reminded of good talk partner work to ensure that the use of talk partners is beneficial. This could be done by demonstrating good talk partner work at the beginning of every week and going through the rules or introducing 'compliment slips' at the end of the week to encourage good talk partner work behaviour (Clarke, 2014).

This research has also highlighted the benefits of using lesson study within the classroom, it has shown that it is an innovative and enjoyable process that can allow teachers to learn about effective practice and develop professionally (Dudley, 2014). Therefore, I will consider using a lesson study approach in the future to develop my teaching and learning in the classroom.

Reference List

Alexander, R.J. (2008) 4th Edition. *Towards Dialogic Teaching: Rethinking Classroom Talk*. Yorkshire: Dialogos.

Bell, J. (2005) 4th Edition. *Doing your Research Project – A guide for first-time researchers in education, health and social science*. Maidenhead: Open University Press.

British Educational Research Association (BERA) (2011) 'Ethical Guidelines for Educational Research' Available at: <https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf?noredirect=1> [Accessed: 26th February 2018]

Clarke, S. (2014) *Outstanding Formative Assessment - Culture and Practice*. London: Hodder Education.

Corbett, P. (2016) 'Talk for Writing' Available at: <http://www.talk4writing.co.uk> [Accessed: 4th April 2018]

Crowley, K. (2014) *Child Development a Practical Introduction*. London: Sage Publications Ltd.

Denscombe, M. (2014) 5th Edition. *The Good Research Guide: For Small-Scale Social Research Projects*. Maidenhead: Open University Press.

Department for Education (2009) *Improving Subject Pedagogy through Lesson Study – Handbook for Teachers in Mathematics and English*. Available at: http://dera.ioe.ac.uk/2407/7/sc_ma_lt_handbook_0093709_Redacted.pdf [Accessed: 28th March 2018]

Donaldson, G. (2015) 'Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales' Available at: <http://gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf> [Accessed: 26th March 2018]

Dudley, P. (2014) *Lesson Study: A Handbook*. London: Routledge.

ESTYN (2013) 'Inspection Report X Primary School 2011) Available at: <https://www.estyn.gov.wales/inspector/search> [Accessed: 24th March 2018]

Griggs, V., Holden, R., Lawless, A. and Rae, J. (2016) *From Reflective Learning to Reflective Practice: Assessing Transfer*. *Studies in Higher Education*. 0307-5079.

Hattie, J. (2012) *Visible Learning for Teachers Maximizing Impact on Learning*. London: Routledge.

Jarmy, C. (2013) 'Classroom practice - Speak easy: learning through discussion', *The Times Educational Supplement*, 5062, September, pp. 38.

Laevers, F., Daema, M., Bruyckere, G., Declercq, B., Moons, J., Silkens, K., Snoek, G. and Van Kessel, M. (2005) 'Well-Being and Involvement in Care – A Process-oriented Self-evaluation Instrument for Care Settings' Available at: <https://www.kindengezin.be/img/sics-ziko-manual.pdf> [Accessed: 29th March 2018]

MacBlain, S. (2014) *How Children Learn*. London: Sage Publications Ltd.

McLeod, S. (2012) 'Simply Psychology – Zone of Proximal Development' Available at: <https://www.simplypsychology.org/Zone-of-Proximal-Development.html> [Accessed: 26th March 2018]

McLeod, S. (2017) 'Simply Psychology – Kolb – Learning Styles' Available at: <https://simplypsychology.org/learning-kolb.html> [Accessed: 2nd April 2018]

Osiris Educational Limited (2018) 'Visible Learning Plus – Osiris Educational' Available at: <http://www.visiblelearningplus.co.uk> [Accessed: 1st April 2018]

Palaiogou, I. (2008) *Childhood Observation*. Exeter: Learning Matters Ltd.

Sharp, J.G. (2012) 2nd Edition. *Success with your Education Research Project*. London: Sage Publications Ltd.

Stepanek, J., Appel, G. and Leong, M. (2006) *Leading Lesson Study: A Practical Guide for Teachers and Facilitators*. London: Sage Publications Ltd.

Taber, K. (2007) *Classroom-based research and evidence-based practice: A guide for teachers*. London: SAGE.

UWTSD (2017) 'Research Ethics & Integrity Code of Practice' Available at: <http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf> [Accessed: 26th February 2018]

Appendix A – Lesson Plan

Canolfan Addysg Athrawon De-Orllewin Cymru				The South West Wales Centre of Teacher Education		1B
Session Plan – Key Stage 2						
Name of trainee: Tara Watson & Nia John				Session ref: 27/03/2018 28/03/2018		
Personal target(s) in relation to QTS:						
Year group: 4M & 3M		No. of learners: 30		ALN: Children to work with their learning partners		
Additional Adults: Mrs Nicholson/ Mrs McGirr						
Learning objective(s): to work collaboratively				Success criteria: The egg must survive the fall The egg & its protection must fit in the bag You must not use more than your budget		
Links to previous learning: children have used talk partners previously						
Curriculum coverage (range, skills)						
Range A comparison of the features and properties of some natural and made materials. The properties of materials relating to their uses.				Skills Make predictions using some previous knowledge and understanding. Deciding on the observations or measurements that need to be made. Knowing that when carrying out a fair test, the key variables that need to be controlled and how to change the independent variable whilst keeping other variables the same.		
Literacy(LNF) - Explain information and ideas using supportive resources - Contribute to group discussion and help everyone take part - Help a group to reach agreement				Numeracy (LNF) - Identify the appropriate steps and information needed to complete the task or reach a solution - Manage money, compare costs from different retailers and determine what can be bought within a given budget		
DCF		Thinking Determine the process/method and strategy Generate and develop ideas Entrepreneurial thinking		ESDGC Recycling Materials		YCC
Key vocabulary(English/Welsh): Predict, budget, materials, discuss						
Time	Session activities, organisation and management					Key questions & Assessment for Learning opportunities
10 mins	Introduction To to stand with an egg in a sandwich bag and hold it above my head. Ask the children what will happen to the egg if I drop it. <i>Elicit – it will break</i> Drop the egg from above my head. <i>Egg will break.</i> Ask the children if they think there is a way to drop an egg again from above your head without it breaking. Talk with Talk Partners here. Ask children for their ideas (children to list ways and materials) Show them the materials available and ask them if they think they can do it now. Tell children they have a budget for this experiment of 40p. Show the price list of the materials. Tell children they can’t go over on their budget.					How did you spend your budget? Why did you choose these materials? What do you think will happen to your egg?

40 mins	Main activities Children to go to their tables with their Talk Partners and discuss what material they want to buy with their money. They have a worksheet to complete to show what materials they used, how much money they have spent out of their budget, what their egg bag will look and their predictions. Children can draw a face on their eggs and name them. Children to buy materials within their budget and fill their bag with their eggs and materials and seal them when ready. Once all children have filled their egg bags, the children will come together on the carpet. Each pair are to stand up and to tell the class how they spent their budget, what materials they used in their egg bag and explain why they chose those materials. Teacher to stand up and drop the bag from the same height, and whole class to see whether their egg survived.	
5 mins	Plenary Using lollypop sticks, ask children questions regarding the experiment; Why do you think some materials worked better at protecting the egg than others? If you did this again, would you use the same materials again? Why? If you did this again without a budget, do you think you could make your egg survive?	

Appendix B – Observation Schedule

Observation Schedule
Observer: Date of observation: Lesson/Subject: Time:
Introduction:
Main Activity:
Plenary:
Other notes:

Appendix C – Observation Schedule (Involvement Checklist)

Checklist Observer**Observer:****Date:****Time Scale:**

Context: *How does the use of talk partners improve pupil participation in a lower KS2 classroom?*

	Child 1	Child 2	Child 3
Level 1 – Low activity			
Level 2 – A frequently interrupted activity			
Level 3 – Mainly continuous activity			
Level 4 – Continuous activity with intense moments			
Level 5 – Sustained intense activity			
Leuven Scale			
Involvement scale level			
Well-being scale level			

Notes

Child 1	Child 2	Child 3

Appendix D – Focus Group Interview Transcripts

Focus Group 1

Date: 27.03.18

Year Group: 4

Interviewer: Tara Watson

Participants: Child 1 (O), Child 2 (C) Child 3 (I) and Child 4 (G)

What are talk partners?

I: Friends, classmates who you sit next to for a week. You talk to them, and if we're stuck we ask them

What do you think about talk partners?

C: I think they're really handy because if you get stuck on something you can ask them for help

I: I think they also can be sometimes bad because sometimes talk partners can just tell you the answer. I don't think that's good because they're supposed to help you figure out the answer and get there and not tell you.

O: I think talk partners are there to help you when you're stuck on your work and they're not to tell you the answers, they're to tell you how to do it. With your writing maybe, they could read through it and say you could improve on this, but you're very good at this.

G: I think they're meant to help you with your work, not give you the answers but give you little hints to the method, that sort of thing. I think that they can be helpful sometimes, but sometimes not that helpful.

Did you like working with your talk partners?

G: If they're a good talk partner, yes.

O: Sometimes, they can nag you to help them or tell you the answer, I'll tell them how to work it out but they'll just ask for the answer instead.

I: Not always, sometimes you want to work on your own. Sometimes it's hard to explain to your talk partner what it is, and you just want to get on with your own work sometimes.

Do you think you could have done the task today without a talk partner?

C: I couldn't have done without my partner as she had really good ideas and without her my egg probably would have smashed.

I: I probably could have done it by myself.

What makes a good talk partner?

G: Helping them, being cooperative, helpful, patient and don't tell you the answers, friendly and calm.

I: Working together, collaborating, not telling each other the answers but helping them get there. Maybe they're climbing the mountain, showing them the path to get to the top, but not getting them up there.

O: Sometimes people are shy, and good talk partners can give them a bit of encouragement, ask them what do you think about this? Do you like this?

Do you think having a talk partner helps you understand things?

G: Depends on how good your talk partner is at the different things you're doing

Do you think having a talk partner helps you complete the learning objective?

I: Not always, sometimes you just want a bit of peace and quiet, you don't want someone saying 'I don't know what to do, help me'

Does having a talk partner make you more likely to answer questions on the carpet?

O: Depends on who they are, because if they're struggling, they might want us to help them and they can't really help us if they don't know the answer. So it depends if they're up at the top, or not really.

Do you think you would prefer to change them or have the same one every week?

C: I'd rather have a different one every week because say if you were struggling and your talk partner was struggling too, then you probably couldn't help them hard questions. So if you change, you can have a different person each week.

What are the bad things about talk partners?

O: Sometimes if they're nagging you to tell them the answers all the time it isn't the best talk partner in the world. It's better to have a good talk partner.

What are the good things about talk partners?

O: They can help you out when you're struggling.

Lessons on your own or with talk partners?

O: It depends on the talk partner. Sometimes I like a bit of peace and quiet.

G: Yes and no

I: Lessons on my own because I like a bit of quiet

C: Yes

Do you have any suggestions to make talk partner work better?

O: You could have like a table helper, so you've not got talk partners, but a table helper, they'll be there to help the ones who aren't there yet. You could nominate who could be the group helper. So having a group rather than partner. Then if you want a bit of peace and quiet you can then, and the other person can still get help.

I: My idea was to still have partners, but for people who sometimes struggle a bit, they could work with people who don't need as much as help. So you wouldn't have lots of people who could just get on with it and lots of people who need a bit of help. I think you should have a mixture of different people so like someone who finds it easier and someone who needs more help as partners. You shouldn't always be sitting by your friends. Also, I don't think its best if you're all boys and boys or all girls and girls all the time, sometimes it's nice to be with your friends, you should have a mixture. If I'm with my friends, I would probably just talk about stuff instead of the work. But I don't think you should always be with other people too because sometimes when you're just classmates not friends, you might not want to talk to each other as much, so you might not help each other much.

O: Maybe on a Friday you could have a break and sit by your friend, not like your bestest friend because you'll just talk about random stuff.

Focus Group 2

Date: 28.03.18

Year Group: 3

Interviewer: Nia John

Participants: Child 1 (A), Child 2 (T) and Child 3 (E)

Did you like working with your talk partners?

E: yes because we both had brilliant ideas for making it

A: no they were boring, and I didn't want to do what they did

T: no because she is annoying.

What are talk partners?

A: people who you work with and if you are stuck they can help you

T: they can help you if you're stuck

E: if you're doing your work and you get really stuck they will help you and you don't work with them when you're not stuck you only work with them when you're stuck

T: you don't ask the talk partners for any answers, only for helping you

What do you think about talk partners?

A: not that good because we have to be with a boy, she does it separately boy girl

E: don't do it randomly anymore

E: I think their good because if you didn't have a talk partner you would be stuck all the time

T: bad, because she's annoying (he likes it when he has a different partner)

Do you think you could have done the task today without a talk partner?

All: yes

Why?

T: I always do the hardest work so it's pretty easy

How do you think talk partners help you?

E: With hard work

A: when you're stuck and I'm a bit bossy because IE say can you help me with all the answers. Sometimes they just give me all the answers. Sometimes they help you work it out.

What makes a good talk partner?

E: if they don't always tell you the answers

T: if they don't tell you the answers, listen to you and help you when you're stuck

A: same as E. They should help you work it out. Be kind.

Do you think having a talk partner helps you understand things?

A: yes, because they help you when you're not listening and explain things

E: my talk partner always explains things to me

Does having a talk partner make you more likely to answer questions on the carpet?

E: yes

T: not really

A: yes, I go to them what is the answer.

E: I ask if they can give me a clue what the answer is

Do you like changing talk partners every week?

A: no

E: yes, because sometimes I have annoying talk partners that don't help and then next time I have a talk partner that does help

Do you think you would prefer to change them or have the same one every week?

E: change them because it would be boring sitting by the same person every day especially if it's a boy

A: if it's a girl then not change them if it's a boy change them. I like to sit by my friends

T: I want to just sit by my best friends forever

What are the bad things about talk partners?

T: when they don't help you and you really need help, sometimes when I come they don't explain what to do

A: when they don't help you, bossy

E: when you say one thing and your partner says another thing the annoying thing is when they don't agree

What are the good things about talk partners?

A: they don't annoy you, help us

T: they don't annoy you, help you, explain things when you need it

E: help you with getting the answers but don't give you the answers

Do you prefer lessons on your own or with talk partners?

E: talk partners

T: on my own

A: both, it depends what it is, a mixture, if its design ill do it on my own if its maths I like a partner

E: same as A, because some works hard and some works not hard

T: I like doing it on my own

Do you have any suggestions to make talk partner work better?

T: listening and not annoying

A: having your friends

E: helping you more

E: teacher telling rules because people keep forgetting what good talk partner work is

T: we have a poster on the wall to tell you how to work with your talk partners but not everyone looks at it

A: to sometimes work with talk partners and sometimes work by your self

T: I don't ever want to work with talk partners

Appendix E – Ethics Form

Approved: *EC*

PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	Nia John		
Tick all boxes which apply:			
Member of staff:	☐	Student:	☒
Honorary research fellow:	☐		
Faculty/School/Centre:	Yr Athrofa		
Campus:	Townhill		
E-mail address:	1700781@student.uwtsd.ac.uk		
Contact Telephone Number:	07896813696		
For students:			
Student Number:	1700781	Undergraduate	☐
Programme of Study:	Primary PGCE	Taught Postgraduate	☒
Director of Studies/Supervisor:	Dr Ceri Lewis	Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
Date				
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Module Team <i>Dr Ceri Lewis</i>	☒	28/02/18	

Approval in principle must be obtained from the relevant source prior to seeking ethical approval.

July 2017 1 Ethical Approval Form v6

Appendix F – Consent Letter



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Dear Parent/Guardian,

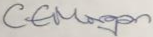
Your child's school is a partner with Yr Athrofa at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of planning, teaching and evaluating one lesson so that he/she can develop specific strategies to improve their own teaching. As part of this, student-teachers will be observing the children's responses and asking some pupils their views on parts of the lesson. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,



Catherine Morgan
Module lead – The Enquiring Teacher

As Parent/Guardian of..... (pupil name), I do / do not give consent (please delete) for my child to take part in this project.

Signed.....(Parent/Guardian).

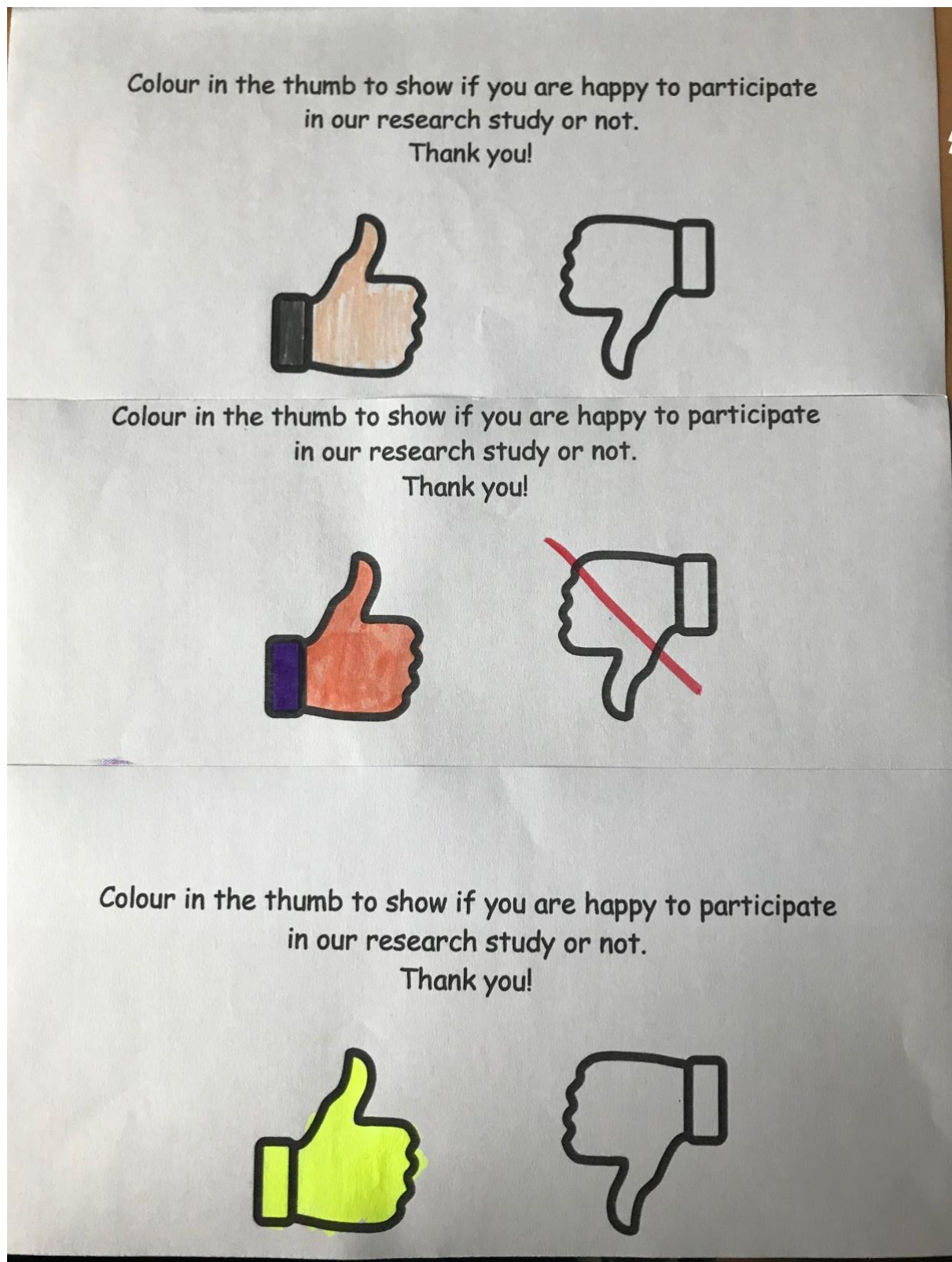
Date.....

Appendix G – Explanatory Statement

Explanatory statement

Me and my friend Mrs Watson are doing a research project for university, to help us become better teachers. Our project is on talk partners. Mrs Watson will be observing the lesson and looking to see how well you work with your talk partners and then we will be writing about the lesson. We need you to help us by participating in the lesson the best you can and maybe answering a few questions on the use of talk partners. If you don't want to answer any questions, then you do not have to and we just won't involve you in our research. If you are happy to help us and want to be a part of our research give us a thumbs up.

Appendix H – Gaining Assent



Appendix I – Observation 1

Observation Schedule
Observer: Nia John Date of observation: 27.03.18 Lesson/Subject: Science - egg drop challenge. Time: 1pm.
Introduction: Children all talking with their talk partners & answering questions. Very excited whispering about what they are going to do. All engaged and on task. They chose materials then went up to pick. ~~included~~ with talk partners what they are going to do.
Main Activity: 1 partner came up to spend money - all very sensibly. Putting together their eggs well - working well and engaged - taking in turns and listening. Helping each other. Working sensibly. Some children doing writing, some doing writing together.
Plenary: Came up with their partners and explained their eggs before dropping. Some children taking on role of spokesperson. All class listening well & enjoying watching egg drop.
Other notes: Lesson over ran a little - should make timings less next time

Appendix J – Checklist Observation 1

Checklist Observer

Observer: Nia John
 Date: 27.03.18
 Time Scale: 1 hour

Context: How does the use of talk partners improve pupil participation in a lower KS2 classroom?

O (middle) C (lower) I (higher)

	Child 1	Child 2	Child 3
Level 1 – Low activity			
Level 2 – A frequently interrupted activity			
Level 3 – Mainly continuous activity			
Level 4 – Continuous activity with intense moments			
Level 5 – Sustained intense activity			
Leuven Scale			
Involvement scale level			
Well-being scale level			

Notes

Child 1	Child 2	Child 3
<u>O</u> Very excited talking with talk partner about what they are going to choose. arguing with partner what name. rock / paper / scissors to get jobs. - working well together.	<u>C</u> letting her partner do most of the decisions. listening to her partner. letting partner do writing & talking. working well together.	<u>I</u> Telling her talk partner taking on role of leader. sharing her ideas. Asking teacher questions. She chose the name - chose items. Bossing her partner & taking control. working well together. listening. did the talking.

Appendix K – Observation 2

Observation Schedule	
Observer:	Tara
Date of observation:	28/03/18
Lesson/Subject:	Science - egg drop challenge
Time:	1 00pm
Introduction:	All children engaged and talking with their talk partners. Very excited to start planning. Children discussing answers with talk partners before answering with lots of hands up. Keen to start the task.
Main Activity:	All children very involved in activity. Talking with TPs about what they are going to do. Working well together but a bit more noisy and exuberant than yesterday. All interested in experiment.
Plenary:	Children sat around carpet. All contributing to questions (eg. how can we make it a fair test?). Came up to front to explain what they did. Some children very noisy and disruptive.
Other notes:	

Appendix L – Checklist Observation 2

Checklist Observer

Observer: Tara
 Date: 28/3/18
 Time Scale: 100pm

Context: *How does the use of talk partners improve pupil participation in a lower KS2 classroom?*

Elie Aniella Tasheen

	Child 1	Child 2	Child 3
Level 1 – Low activity			
Level 2 – A frequently interrupted activity			
Level 3 – Mainly continuous activity			
Level 4 – Continuous activity with intense moments			
Level 5 – Sustained intense activity			
Leuven Scale			
Involvement scale level			
Well-being scale level			

Notes

Child 1	Child 2	Child 3
engaged very interested explained her egg to the class with confidence	letting her partner do all the talking Let her TP do all the talking in front of the class.	very engaged. Completed a lot of the writing after talking with his TP. Explained to the class with confidence.