

Observation Schedule

We will be conducting our research project in the first week of February 2020.

Elizabeth Greenish Observation lesson: Lesson 1. Date: Friday 7th February. Time: 9.10am
Melissa Roberts Observation lesson: Lesson 3 Date: Monday 3rd February. Time: 11.25am
Lucy Jenkins Observation lesson: Lesson 1 Date: Thursday 6th February Time: 8.50 am

Questions for Interviews

'How can we improve the level of attainment of selected pupils through the use of mixing abilities within groups?'

Date of Interview:

Thank them for their involvement and how much it helps you develop as a teacher and how you design lessons. Mention that this will help improve lessons in the future.

Question 1: How do you feel about the subject?

Interviewee	Answer
Child A	
Child B	
Child C	

Question 2: What are your strengths and weaknesses of Art/Drama lessons?

Interviewee	Answer
Child A	Strengths: Weaknesses:
Child B	Strengths: Weaknesses:
Child C	Strengths: Weaknesses:

Question 3: If you were struggling during a lesson, what would you do? What would you do if someone was struggling with their work in the lesson?

Interviewee	Answer
Child A	
Child B	
Child C	

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Question 4: How did you feel about being placed in a group during a lesson? Do you think you would have preferred to work as an individual? Why?

Interviewee	Answer
Child A	
Child B	
Child C	

Question 5: Do you find that your work improves if you are not in a group with your friends? If yes/no, why do you think that is?

Interviewee	Answer
Child A	
Child B	
Child C	

Question 6: How did you feel about working under-pressure with a quick lesson starter?

Interviewee	Answer
Child A	
Child B	
Child C	

Question 7: Did you find the lesson was challenging enough? What would you do to make it better?

Interviewee	Answer
Child A	

Child B	
Child C	

Name of teacher:

Date of session:

Details of session:

Objective: *'How can we improve the level of attainment of selected pupils through the use of mixing abilities within groups?'*

(Every 5 minutes general observation of each child and then record findings.)

BEGINNING OF LESSON

Level of involvement	Child 1	Child 2	Child 3
Level 1			
Level 2			
Level 3			
Level 4			
Level 5			

MIDDLE OF LESSON

Level of involvement	Child 1	Child 2	Child 3
Level 1			
Level 2			
Level 3			
Level 4			
Level 5			

END OF LESSON

Level of involvement	Child 1	Child 2	Child 3
Level 1			
Level 2			
Level 3			
Level 4			
Level 5			

Level 1: Extremely Low

The child hardly shows any activity:

- No concentration: staring, daydreaming
- An absent, passive attitude
- No goal-oriented activity, aimless actions, not producing anything
- No signs of exploration and interest
- Not taking anything in, no mental activity
- Non-participant or refusal to join in with group

Level 2: Low

The child shows some degree of activity, but which is often interrupted:

- Limited concentration: looks away during the activity, fiddles, dreams
- Is easily distracted
- Action only leads to limited results
- Shows little effort to work with new group

Level 3: Moderate

The child is busy the whole time, but without real concentration

- Routine actions, attention is superficial
- Is not absorbed in the activity, activities are short lived
- Limited motivation, no real dedication does not feel challenged
- The child does not gain deep-level experiences
- Does not use his/her capabilities to full extent
- The activity does not address the child's imagination
- Makes some effort to communicate with group

Level 4: High

There are clear signs of involvement, but these are not always present to their full extent

- The child is engaged in the activity without interruption
- Most of the time there is real concentration, but during some brief moments the attention is more superficial
- The child feels challenged, there is a certain degree of motivation
- The child's capabilities and its imagination to a certain extent are addressed in the activity
- Child works at a good level with group and contributes regularly

Level 5: Extremely High

During the episode of observation, the child is continuously engaged in the activity and completely absorbed in it

- Is absolutely focussed, concentrated without interruption
- Is highly motivated, feels strongly appealed by the activity, perseveres
- Even strong stimuli cannot distract him/her
- Is alert, has attention for details, shows precision
- Its mental activity and experience are intense
- The child constantly addresses all its capabilities: imagination and mental capacity are in top gear
- Obviously enjoys being engrossed in the activity
- Child works well within group and communicates regularly with other members

Reflections model based on Gibbs 1988

One to be completed immediately after lesson as an individual and one a few days later as a group.

Point one: Describe what happened

Point two: Describe your feelings and emotional responses to the events

Point three: Consider what was good and what was bad about the events response

Point four: How do you make sense of the situation? (use sources, theories, academic research to help you make sense of your reflection)

Point five: What general conclusions can you draw from the event? What specific conclusions can you draw from your experiences?

Point six: Based on your reflection, what would you do differently in the future? Do you have an action plan?

6th January 2020

Consent form

RE: Project title: UWTSD Research Study: Researching the learning: what, how and why am I teaching?

Name of Researcher: Miss E.Greenish, Miss M.Roberts, Miss L.Jenkins

Students Initials:

1.I confirm that I have read and understand the information sheet dated 6th January for the above study.

2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.

3. I understand that my child can choose to withdraw at any time, without giving a reason.

4. I understand that the information given by my child will be used in a university assignment.

5. I understand that my child's name will not appear at any time.

6. I agree for my child to take part in the above study.

Child's name

Parent signature

Date

When completed, please return to one of the above teachers by the of 20th January 2020

Thank you.

Miss E.Greenish, Miss M.Roberts, Miss L.Jenkins

RESEARCH INFORMATION SHEET

PROJECT TITLE: UWTSD Research Study: Researching the learning: what, how and why am I teaching?

Dear Parent / Guardian,

My name is Miss E. Greenish (PGCE Drama), Miss M. Roberts (PGCE Art) and Miss L. Jenkins (PGCE Art) and I am studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within Dyffryn Taf and Coedcae and am teaching in your child's class.

I would like to invite your child to participate in my research project, as we believe it would be beneficial to our degree and future career in education. The title of the project is "Researching the learning: what, how and why am I teaching?" and our aim is to research how to raise attainment of all pupils through group work within different abilities. Through your child's participation, we hope to ascertain further development into the education system and further knowledge of excellent classroom practice.

The research will be in the first week of February during normal school lesson times. Selected pupils will be observed and interviewed as a group; I would like to take the opportunity to stress the confidentiality of this project. All names will be kept strictly confidential and will only be known by myself and my research partners. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on the university's secure site and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Miss E. Greenish & Miss M. Roberts (Dyffryn Taf)
Miss L. Jenkins (Coedcae)

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Lucy Jenkins	Class:	7C
AoLE or Subject	Art	Date:	30/01/2020
Lesson Focus:	Rainforest leaves		
Meaningful links to Curriculum	Links to their theme of rainforest by understanding the structures found on rainforest leaves.		
Meaningful links to:	Use of maths, use of ratios.		
Cross Curricular Responsibilities	Link to english and geograoh with homework. Science		
Personal Targets (Linked to QTS and identified in weekly review) • Use of behavioural policy- linking to safe workplace for pupils • Welsh • Use of seating plan			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • To understand how to create a composition using leaves.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
• To be able to draw several leaves using different scale and sizes. • To consider the layout of the leaves • Successful painting, keeping within the lines and using multiple tones to demonstrate contrast between the leaves.	• They will produce an A4 sheet containing multiple use of scale, overlapping and layout. • Use of paint to add tone and shade to the leaves demonstrating understanding of use of ratio mixing.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role - including differentiation strategies, engagement in formal)	Resources (Including Health and Safety requirement)
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		ative assessment and homework)	
Opening phase (with links to prior learning)	Spilt pupils into groups, Explain starter of find 3 key words linking to the topic	Will work together to write down three key words to do with the rainforest topic.	Board and board pens. Seating plan.
Teaching & Core Learning	Main part of lesson is structured around some painting. Working together in their groups to produce their own colours. Half way through, a mini plenary using work from the pupils to demonstrate a successful outcome.	The pupil will be painting using ratios to create their own greens in different shades.	Paint Newspaper Paint brushes Paper towels
Plenary	Check homework- lunch time detention if they do not have it. Catch up cards. Tropical spot the difference where they have to work together to find win.	Complete the spot the difference.	Towels to wipe the side. One pupil to a sink. Other collecting newspaper and rubbish.

Name of teacher: Lucy Jenkins

Date of session: 6th February 2020

Details of session: Art Year 7

Objective: 'How can we improve the level of attainment of selected pupils through the use of mixing abilities within groups?'

(Every 5 minutes general observation of each child and then record findings.)

BEGINNING OF LESSON

Level of involvement	Child 1	Child 2	Child 3
Level 1			
Level 2			X
Level 3	X		
Level 4		X	
Level 5			

MIDDLE OF LESSON

Level of involvement	Child 1	Child 2	Child 3
Level 1			
Level 2			
Level 3		X	
Level 4	X		X
Level 5			

END OF LESSON

Level of involvement	Child 1	Child 2	Child 3
Level 1			
Level 2		X	X
Level 3	X		
Level 4			
Level 5			

Level 1: Extremely Low

The child hardly shows any activity:

- No concentration: staring, daydreaming
- An absent, passive attitude
- No goal-oriented activity, aimless actions, not producing anything
- No signs of exploration and interest
- Not taking anything in, no mental activity
- Non-participant or refusal to join in with group

Level 2: Low

The child shows some degree of activity, but which is often interrupted:

- Limited concentration: looks away during the activity, fiddles, dreams
- Is easily distracted
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Level 3: Moderate

The child is busy the whole time, but without real concentration

- Routine actions, attention is superficial
- Is not absorbed in the activity, activities are short lived

- Limited motivation, no real dedication does not feel challenged
- The child does not gain deep-level experiences
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Level 4: High

There are clear signs of involvement, but these are not always present to their full extent

- The child is engaged in the activity without interruption
- Most of the time there is real concentration, but during some brief moments the attention is more superficial
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- Child works at a good level with group and contributes regularly

Level 5: Extremely High

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- The child constantly addresses all its capabilities: imagination and mental capacity are in top gear
- Obviously enjoys being engrossed in the activity
- Child works well within group and communicates regularly with other members

Reflections model based on Gibbs 1988

One to be completed immediately after lesson as an individual and one a few days later as a group.

Point one: Describe what happened

Students were welcomed into the class, they had a starter literacy activity to work in a group to write down any key words from last lesson. They then moved on to a painting task sitting in a different seating plan to usual. This allowed the children to engage with other students.

Beginning of lesson:

Child 1, not in group working as an individual, handed out the paper towels to students. Child 2 was playing with the sink/newspaper, worked as a group quietly engaging in conversation with pupils on his table. Child 3 stayed with her LSA, working with pupils on her table, quiet and focused.

Middle of lesson: Child 1 engaged but slightly distracted, did wander round and talk to LSA's, affected other students in the room. Child 2 Engaged but needs LSA encouragement, was distracted by other pupils. Child 3 engaged but works closely with LSA, slightly distracted by other pupils.

End of lesson: Tidying up, gave groupings managers to clear up which worked positively. Child 1, focused, finished task but was easily distracted by child 2. Child 2, talking to child 1 wandering around a lot. Child 3, walking round playing with LSA talking to other pupils. Child 1 and 2 engaged physically for a short period but then separated when teacher intervened.

Point two: Describe your feelings and emotional responses to the events

The class is set as a low ability class or nurture group within the school. It did take a while for the students to settle but they were engaged with the task at hand and the atmosphere in the classroom was calm and consistent.

Point three: Consider what was good and what was bad about the events response

The students worked well and were focused on the task in their own groups. It took a while to settle and a few students did wander to other tables at first to possibly see their friends/interact with other pupils. The pupils were engaged but due to their ability they did need a lot of support from the LSA's in the classroom.

Point four: How do you make sense of the situation? (use sources, theories, academic research to help you make sense of your reflection)

The pupils were engaged and on task, the physical space in the room allowed the students to focus and remain calm. Certain pupils that sat on their own or in a pair were able to focus, but not for considerable lengths of time.

Possibly readings and theories for this could be: ALN groupings, focus, seating plans, Literacy starter tasks for ALN, Art mindfulness links with ALN for main task, wellbeing, friendship groups. Hawthorn effect.

Point five: What general conclusions can you draw from the event? What specific conclusions can you draw from your experiences?

From observing the lesson you can see how a seating plan and groupings of students based on their attainment in Art has had an impact on their focus towards the tasks set.

Point six: Based on your reflection, what would you do differently in the future? Do you have an action plan?

Maybe for the starter have the key words in already written and students put the words in categories for differentiation. Have a group collaboration main task, but this is restricted due to school's scheme of work.

Reflections model based on Gibbs 1988

One to be completed immediately after lesson as an individual and one a few days later as a group.

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around a lot. Child 3, walking round playing with LSA talking to other pupils. Child 1 and 2 engaged physically for a short period but then separated when teacher intervened.

Point two: Describe your feelings and emotional responses to the events

The class is set as a low ability class or nurture group within the school. It did take a while for the students to settle but they were engaged with the task at hand and the atmosphere in the classroom was calm and consistent.

Would need to look at readings on Art and ALN or structure of a nurture group lesson.

Point three: Consider what was good and what was bad about the events response

The students worked well and were focused on the task in their own groups. It took a while to settle and a few students did wander to other tables at first to possibly see their friends/interact with other pupils. The pupils were engaged but due to their ability they did need a lot of support from the LSA's in the classroom.

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From observing the lesson you can see how a seating plan and groupings of students based on their attainment in Art has had an impact on their focus towards the tasks set.

Point six: Based on your reflection, what would you do differently in the future? Do you have an action plan?

Maybe for the starter have the key words in already written and students put the words in categories for differentiation. Have a group collaboration main task, but this is restricted due to school's scheme of work.

Questions for Interviews

'How can we improve the level of attainment of selected pupils through the use of mixing abilities within groups?'

Date of Interview:

Thank them for their involvement and how much it helps you develop as a teacher and how you design lessons. Mention that this will help improve lessons in the future.

Question 1: How do you feel about the subject?

Interviewee	Answer
Child A	Good, enjoys art.
Child B	Good, enjoys art.

Child C	Excellent, grown up with it
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Question 2: What are your strengths and weaknesses of Art/Drama lessons?

Interviewee	Answer
Child A	Strengths: Painting Weaknesses: Colouring
Child B	Strengths: Painting Weaknesses: Clearing up
Child C	Strengths: Painting Weaknesses: Mess

Question 3: If you were struggling during a lesson, what would you do? What would you do if someone was struggling with their work in the lesson?

Interviewee	Answer
Child A	Tell the teacher, help other.
Child B	Tell the teacher, help other.
Child C	Help others

Question 4: How did you feel about being placed in a group during a lesson? Do you think you would have preferred to work as an individual? Why?

Interviewee	Answer
Child A	On own, don't get distracted
Child B	Don't mind.
Child C	Don't mind

Question 5: Do you find that your work improves if you are not in a group with your friends? If yes/no, why do you think that is?

Interviewee	Answer
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Child A	Yes, chat a lot.
Child B	Yes, chat a lot.
Child C	Yes, prefers to work independent

Question 6: How did you feel about working under-pressure with a quick lesson starter?

Interviewee	Answer
Child A	Easy
Child B	Not challenged
Child C	Sad

Question 7: Did you find the lesson was challenging enough? What would you do to make it better?

Interviewee	Answer
Child A	No comment
Child B	Not sure
Child C	Add more activities

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Miss Greenish	Class:	Year 7
AoLE or Subject	Drama	Date:	Lesson 4 28/01/2020 07/02/2020
Lesson Focus:	Lion King Scripts		

Meaningful links to Curriculum	Drama, Performance.
Meaningful links to: Cross Curricular Responsibilities	Literacy (reading and oracy), Communication, Physical Literacy, Media, AoLE topics.
Personal Targets (Linked to QTS and identified in weekly review) • Further develop the cross-curricular themes with a focus on authentic contexts for learning to extend the cultural experience for learners. • As Elizabeth becomes more familiar with her classes she should try to personalise the learning to ensure stretch and challenge for all pupils • Further develop strategies to encourage learners to link self-assessment into improving their own performance • Collaborate and reflect: Collaborate with teachers from the creative and expressive arts to enhance the learning experience for pupils in your classes. • Professional Learning: Elizabeth needs to familiarise herself with the School's tracking system and the role of formative and summative assessment in moving pupils on in their learning. • Leadership: Elizabeth could work collaboratively with colleagues across the AOLE exploring the role that they have taken in mapping and planning learner progress across their new year 7 curriculum. • Innovation: Carry out a critical analysis of pedagogical practice. Implement some new strategies in your classroom and evaluate the impact on pupil progress. • Cymraeg: No Comments and evidence provided by subject/senior mentor.	

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: This lessons pupils will be introduced to scripts from a chosen topic 'The Lion King' and performed vocally as a group.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence
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	(What have the learners to say/write/do/produce – to demonstrate learning)
Pupils can tell me what double event is	Starter – questioning and feedback
Pupils to work in new groups	
Pupils to interpret script using movements like the animal they are playing.	Participation and involvement
	Performance in plenary

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions differentiation strategies,,)	Pupil Tasks (Pupils' role - including engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Welcome students into the class and take register. Go over the previous 3 lessons, first was an introduction, second was masks, third was acting like animals. Split into organised groups. Starter: Freeze frame objectives	Merits for those who can tell me what double event is and anthropomorphism (Mask above head/ Human qualities in an animal)	5-10 mins
Teaching & Core Learning	Today we are going to be looking at scripts from the Lion King. Scenes 3 – this is medium level Pupils are to use the skills they have learnt about movement, voice, facial expressions and animal acting. Pupils to read through first as a group and assign parts. Then act out. Circulate groups, keep them engaged and on task.	Group size x3 pupils per group already chosen If it is a song, they can choose if they want to sing it or say it Pair Share 30-seconds and then share with class. I will choose the groups (due to assignment next week so they aren't shocked)	30-40 mins

Plenary	Watch a few of the students scenes they have created and give feedback to the students Games if time – wink murder	Students to perform and provide peer assessment comments.	10-15 mins
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Name of teacher: Miss Liz Grennish

Date of session:

Details of session:

Objective: *'How can we improve the level of attainment of selected pupils through the use of mixing abilities within groups?'*

(Every 5 minutes general observation of each child and then record findings.)

BEGINNING OF LESSON

Level of involvement	Child 1	Child 2	Child 3
Level 1			•
Level 2			
Level 3			
Level 4	•	•	
Level 5			

MIDDLE OF LESSON

Level of involvement	Child 1	Child 2	Child 3
Level 1			
Level 2			
Level 3			
Level 4			
Level 5	•	•	•

END OF LESSON

Level of involvement	Child 1	Child 2	Child 3
Level 1			
Level 2			
Level 3			•
Level 4			
Level 5	•	•	

Level 1: Extremely Low

The child hardly shows any activity:

- No concentration: staring, daydreaming
- An absent, passive attitude
- No goal-oriented activity, aimless actions, not producing anything
- No signs of exploration and interest
- Not taking anything in, no mental activity
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Level 2: Low

The child shows some degree of activity, but which is often interrupted:

- Limited concentration: looks away during the activity, fiddles, dreams
- Is easily distracted
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- Shows little effort to work with new group

Level 3: Moderate

The child is busy the whole time, but without real concentration

- Routine actions, attention is superficial
- Is not absorbed in the activity, activities are short lived
- Limited motivation, no real dedication does not feel challenged
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Level 4: High

There are clear signs of involvement, but these are not always present to their full extent

- The child is engaged in the activity without interruption
- Most of the time there is real concentration, but during some brief moments the attention is more superficial
- The child feels challenged, there is a certain degree of motivation
- The child's capabilities and its imagination to a certain extent are addressed in the activity
- Child works at a good level with group and contributes regularly

Level 5: Extremely High

During the episode of observation, the child is continuously engaged in the activity and completely absorbed in it

- Is absolutely focussed, concentrated without interruption
- Is highly motivated, feels strongly appealed by the activity, perseveres
- Even strong stimuli cannot distract him/her
- Is alert, has attention for details, shows precision
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- The child constantly addresses all its capabilities: imagination and mental capacity are in top gear
- Obviously enjoys being engrossed in the activity
- Child works well within group and communicates regularly with other members

Reflections model based on Gibbs 1988

One to be completed immediately after lesson as an individual and one a few days later as a group.

Point one: Describe what happened

Pupils were placed into groups of different attainment levels- groups of 3.

Lesson began with a quick starter activity which involved, creating different objects in their group using their body language. The group focus which was Child 1, 2, and 3 didn't seem impressed with their group, child 3 was left out during the activity and the other two pupils worked together without involving child 3. You could see that child 3 was emotionally distressed and felt very isolated from her group. Teacher took action and had to switch child 3 with a pupil from another group. This seemed to improve the situation for the main group focus but the group that involved child 3, the attitude of this pupil changed as she starting messing around in her new group, almost seemed like she had her way of being placed in a group with her friends.

During the middle of the lesson, pupils had to watch a scene from the Lion King movie. As this is what their theme is for this term. All pupils were fully engaged, there was no disruption. The clip lasted approximately 10 minutes and then pupils were given a new task. Teacher used Formative assessment to see how well pupils had listened. Pupils had to work in their groups to act the scene of the Lion King, each pupil would play a different character.

Child 1 and 2 from the first group were distracted from task and were not following the lesson objectives. (This might be due to friendship). Child 3 in new group seemed to be more focused but also now placed in her friendship group quickly got distracted. Teacher chose the two groups to act their scripts back to the rest of the class. Pupils performed well and showed that group work was successful.

End of lesson plenary game and Child 1,2, and 3 were interviewed about how they felt about the lesson.

Point two: Describe your feelings and emotional responses to the events

Lesson went very well overall. Teacher responded well to quick change of groups after the incident. Group work shown to work well, it shows that pupils prefer to work in friendship groups rather than set groups.

Point three: Consider what was good and what was bad about the events response

The groups worked well as they MAT pupils were able to help out the lower ability students with their task. The children in our focus group I think knew we were watching them especially child 2 and 3, so this might have had the HAWTHORN effect on our results.

Point four: How do you make sense of the situation? (use sources, theories, academic research to help you make sense of your reflection)

Pupils were focused well throughout the lesson. They were given a task and it was clear to see that there was a leader in each group taking charge and lead each group- This was typically the higher ability pupil that was supporting the middle ability and the lower ability pupils.

Sociograms (group communication), group focus, team building, Drama- performing as a group, leadership theories.

Point five: What general conclusions can you draw from the event? What specific conclusions can you draw from your experiences?

I think that the overall aim of grouping pupils in mixed abilities worked very well. Pupils performed positively as a group, the pupils with the higher attainment level in the group showed encouragement and supported the other group members. Although pupils said that they prefer to work with their friends, I believe that this could be a negative thing as it was shown in the group focus with child 3 who was placed with their friend that there was slight disruption and not as focused as the other groups.

Point six: Based on your reflection, what would you do differently in the future? Do you have an action plan?

I think maybe next lesson, we could experiment further with the mixed abilities in the class, maybe group all lower and all higher abilities together and allow them to perform the task and then switch them to mix the groups again during the same lesson- this way we could further the investigation and compare the impact and the effects of both groupings.

Reflections model based on Gibbs 1988

One to be completed immediately after lesson as an individual and one a few days later as a group.

Point one: Describe what happened

Pupils were placed into groups of different attainment levels- groups of 3.

Beginning of the lesson had a starter activity that instantly showed the social dynamics of each groups. Teacher took action as wellbeing was concerned and pupils were re-placed in different groups.

Lesson began with a quick starter activity which involved, creating different objects in their group using their body language. The group focus which was Child 1, 2, and 3 didn't seem impressed with their group, child 3 was left out during the activity and the other two pupils worked together without involving child 3. You could see that child 3 was emotionally distressed and felt very isolated from her group. Teacher took action and had to switch child 3 with a pupil from another group. This seemed to improve the situation for the main group focus but the group that involved child 3, the attitude of this pupil changed as she starting messing around in her new group, almost seemed like she had her way of being placed in a group with her friends.

The middle of the lesson pupils were focused on watching a clip from the lion king, then had to act out the voices in their groups.

During the middle of the lesson, pupils had to watch a scene from the Lion King movie. As this is what their theme is for this term. All pupils were fully engaged, there was no disruption. The clip lasted approximately 10 minutes and then pupils were given a new task. Teacher used Formative assessment to see how well pupils had listened. Pupils had to work in their groups to act the scene of the Lion King, each pupil would play a different character.

Child 1 and 2 from the first group were distracted from task and were not following the lesson objectives. (This might be due to friendship). Child 3 in new group seemed to be more focused but also now placed in her friendship group quickly got distracted. Teacher chose the two groups to act their scripts back to the rest of the class. Pupils performed well and showed that group work was successful.

End of lesson plenary game and Child 1,2, and 3 were interviewed about how they felt about the lesson.

Point two: Describe your feelings and emotional responses to the events

Lesson went very well overall. Teacher responded well to quick change of groups after the incident. Group work shown to work well, it shows that pupils prefer to work in friendship groups rather than set groups.

Point three: Consider what was good and what was bad about the events response

The groups worked well as they MAT pupils were able to help out the lower ability students with their task. The children in our focus group I think knew we were watching them especially child 2 and 3, so this might have had the HAWTHORN effect on our results.

Point four: How do you make sense of the situation? (use sources, theories, academic research to help you make sense of your reflection)

Pupils were focused well throughout the lesson. They were given a task and it was clear to see that there was a leader in each group taking charge and lead each group- This was typically the higher ability pupil that was supporting the middle ability and the lower ability pupils.

Sociograms (group communication), group focus, team building, Drama- performing as a group, leadership theories.

Point five: What general conclusions can you draw from the event? What specific conclusions can you draw from your experiences?

I think that the overall aim of grouping pupils in mixed abilities worked very well. Pupils performed positively as a group, the pupils with the higher attainment level in the group showed encouragement and supported the other group members. Although pupils said that they prefer to work with their friends, I believe that this could be a negative thing as it was shown in the group focus with child 3 who was placed with their friend that there was slight disruption and not as focused as the other groups.

Point six: Based on your reflection, what would you do differently in the future? Do you have an action plan?

I think maybe next lesson, we could experiment further with the mixed abilities in the class, maybe group all lower and all higher abilities together and allow them to perform the task and then switch them to mix the groups again during the same lesson- this way we could further the investigation and compare the impact and the effects of both groupings.

Questions for Interviews

'How can we improve the level of attainment of selected pupils through the use of mixing abilities within groups?'

Date of Interview:

Thank them for their involvement and how much it helps you develop as a teacher and how you design lessons. Mention that this will help improve lessons in the future.

Question 1: How do you feel about the subject?

Interviewee	Answer
Child A	Like to act with friends and pretend to be someone else.
Child B	Having fun, playing games and acting.
Child C	Favourite lesson, and it gives me confidence.

Question 2: What are your strengths and weaknesses of Art/Drama lessons?

Interviewee	Answer
Child A	Strengths: Groups/games Weaknesses: Performing on stage.
Child B	Strengths: Acting/playing games. Weaknesses: working with girls.
Child C	Strengths: Working in groups

	Weaknesses: doing the performance in front of people.
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Question 3: If you were struggling during a lesson, what would you do? What would you do if someone was struggling with their work in the lesson?

Interviewee	Answer
Child A	Yes, it depends if they are a friend. If someone else needed help I would tell a teacher.
Child B	Yes, only friends. Would also tell a teacher if someone was struggling.
Child C	Help anyone/ show them how to get involved.

Question 4: How did you feel about being placed in a group during a lesson? Do you think you would have preferred to work as an individual? Why?

Interviewee	Answer
Child A	Rather choose a group- friendship group.
Child B	Also rather choose a group- friendship group.
Child C	Don't mind, as long as the other pupils include me in the task.

Question 5: Do you find that your work improves if you are not in a group with your friends? If yes/no, why do you think that is?

Interviewee	Answer
Child A	Improves with friends.
Child B	Same as above.
Child C	Same as above.

Question 6: How did you feel about working under-pressure with a quick lesson starter?

Interviewee	Answer
Child A	Pressured to do it well, enjoys working under pressure.

Child B	Not sure.
Child C	Likes the challenge of working under pressure.

Question 7: Did you find the lesson was challenging enough? What would you do to make it better?

Interviewee	Answer
Child A	Quite challenging. Struggled to put to a different voice.
Child B	Could be more challenging, by getting us to stand up and act.
Child C	Also found putting on a different voice quite challenging. Could be more challenging by getting us to act on the stage.

Lesson Study 1:

F) Lesson Plan 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Miss Roberts	Class:	Yr7G
AoLE or Subject	PGCE Secondary Art and Design.	Date:	3rd of February 2020
Lesson Focus:	Start making the animal prints on polystyrene.		
Meaningful links to Curriculum	Understanding- How to draw on new materials-polystyrene. Making- Making a print block ready for printing this lesson. Investigating- How to develop designs and learn new skills by printing.		
Meaningful links to: Cross Curricular Responsibilities	Literacy skills- Through the starter activity-developing their vocabulary. Oracy- Encourage pupils to speak about their work at the end of the lesson.		
Personal Targets (Linked to QTS and identified in weekly review). "Targets for improvement and suggestions for moving forward Develop strategies to allow pupils to reflect on their learning through organising purposeful opportunities for peer and self-assessment."			

Learning Objectives (focus on Learning- use accessible vocabulary):

Objectives-

- You will have one sheet of A4 polystyrene per GROUP.
- You will need to work TOGETHER and create an interesting design to print.
- You will decide who will have the responsibility of drawing each animal print- GIRAFFE, LEOPARD AND ZEBRA PRINT.
- You can now PRINT your group designs on your sunset backgrounds-
- You should create X2 PRINTS of your GROUP design on BOTH of your sunset backgrounds.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
For the pupils that are still working on the sunset backgrounds- Pupils must ensure that they have neat brush strokes kept in one direction. That the colour change is gradual and blended well and finally, that pupils change their water REGULARLY to keep their paints clean to achieve effective colour. Success criteria for the polystyrene print- Pupils must ensure that they engrave the surface LIGHTLY. Draw different animal patterns. Think about drawing the patterns on top of each other. (LAYER)	As an assessment for learning, I will be using formative assessment throughout the lessons. Pupils will also be encouraged to take part after I have teacher modelled the task. This will show whether pupils were listening during the lesson and know exactly what they need to do. Also by the end of the lesson, pupils should have produced 2 A4 sunset backgrounds which have successfully met the success criteria and should have begun their polystyrene prints ready to print with next lesson. Pupils will have time at the end of the lesson to see how well they have worked and to see what they could improve next lesson.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	*NEW SEATING PLAN* Pupils will be placed in groups ready to conduct the research project next week. Starter activity- Pupils will be instructed on what they need to do. They will have 3 minutes to work on a scrabble activity. Quick feedback from pupils on how many words they gathered. 1 minute.	Pupils will need to make KEY WORDS which will be highest scoring. They will have a list of letters with numbers and the person with the highest score will receive a merit. (LITERACY) good way of getting pupils to use their knowledge of key words.	Pupils will need a small sheet of paper each to write down their answers.
Teaching & Core Learning	I will introduce the lesson with the lesson aims and objectives and explain to pupils that there will be a research project being conducted next week. The aims and objectives of the lesson will be to create an A4 animal polystyrene drawing ready to print next lesson. Pupils will receive 1 A4 sheet between 3. Pupils will need to ensure that they finish their X2 A4 sunset backgrounds before they start today's objectives. The room will be separated into two halves of the room- PAINTING STATION DRAWING ON POLYSTYRENE STATION. If some group member have not finished their backgrounds, they will need to work as a group to complete them. *TEACHER DEMONSTRATION* *Step by step* 5 minutes. Mention *ARTIST OF THE DAY* *TEACHER DEMONSTRATION* *Step by step* 5 minutes. Mention *ARTIST OF THE DAY* Pupils to begin tasks- They will have approximately 30-35 minutes working time. *STRUCTURED CLEAR UP* Table managers- 3 from each table. 5 minutes. Pupils to gather all of their work around a desk ready for plenary.	Pupils will need to show full engagement through the lesson presentation. Pupils will need to answer questions that will be asked throughout the lesson (FORMATIVE ASSESSMENT). Pupils will need to focus on the examples on their desks and write down what they think makes a good print. They will have 2 minutes to write on a post-it note and then feedback to the rest of the group. All pupils will need to gather around a desk for a teacher demonstration of the task. Some pupils will be encouraged to take part with the demonstration. Pupils will have 30-35 minutes of working time to carry on with the task. This week's chosen pupils will be table managers and will take charge of clearing up 10 minutes before the end of the lesson. This week's chosen pupils will be table managers and will take charge of clearing up 10 minutes before the end of the lesson. Pupils need to ensure that all work is placed around one table 5 minutes before the end of the lesson, where we will discuss the lesson and reflect as a group who's work is working well.	I will prepare a power point presentation which will include -A lesson overview, -The lesson aims and objectives. -The success criteria. -Step by step. -Lesson plenary. I will need to ensure that I have the equipment for pupils that they will be using- -Sheets of news paper. -A4 white paper. -RED, YELLOW, ORANGE, BLACK and WHITE poster paints. -Brushes. -Palettes. -Water cups. -E, BLACK and WHITE poster paints. -Brushes. -Palettes. -Water cups. Resource handouts- -Examples of work and what they need to be aiming for. -Sunset backgrounds. Post-it notes for writing success criteria ideas and for pupils to write their names at the end of the lesson.
Plenary	5 minutes before the end of the lesson, gather the class around a desk with all of the work from the lesson.	Pupils will need to engage in a group conversation and reflect on the work from the lesson. They will need to choose the best work and who deserves *ARTIST OF THE DAY*	The outcomes that pupils have produced- around one desk.

Name of teacher: Miss Roberts

Date of session: 03/02/2020

Details of session: Art Year 7

Objective: *'How can we improve the level of attainment of selected pupils through the use of mixing abilities within groups?'*

(Every 5 minutes general observation of each child and then record findings.)

BEGINNING OF LESSON

Level of involvement	Child 1	Child 2	Child 3
Level 1			
Level 2	X		
Level 3			X
Level 4			
Level 5		X	

MIDDLE OF LESSON

Level of involvement	Child 1	Child 2	Child 3
Level 1			
Level 2	X		
Level 3			
Level 4			X
Level 5		X	

END OF LESSON

Level of involvement	Child 1	Child 2	Child 3
Level 1			
Level 2	X		
Level 3			
Level 4			
Level 5		X	X

Level 1: Extremely Low

The child hardly shows any activity:

- No concentration: staring, daydreaming
- An absent, passive attitude
- No goal-oriented activity, aimless actions, not producing anything
- No signs of exploration and interest
- Not taking anything in, no mental activity
- Non-participant or refusal to join in with group

Level 2: Low

The child shows some degree of activity, but which is often interrupted:

- Limited concentration: looks away during the activity, fiddles, dreams
- Is easily distracted
- Action only leads to limited results
- Shows little effort to work with new group

Level 3: Moderate

The child is busy the whole time, but without real concentration

- Routine actions, attention is superficial
- Is not absorbed in the activity, activities are short lived
- Limited motivation, no real dedication does not feel challenged
- The child does not gain deep-level experiences
- Does not use his/her capabilities to full extent
- The activity does not address the child's imagination
- Makes some effort to communicate with group

Level 4: High

There are clear signs of involvement, but these are not always present to their full extent

- The child is engaged in the activity without interruption
- Most of the time there is real concentration, but during some brief moments the attention is more superficial
- The child feels challenged, there is a certain degree of motivation
- The child's capabilities and its imagination to a certain extent are addressed in the activity
- Child works at a good level with group and contributes regularly

Level 5: Extremely High

During the episode of observation, the child is continuously engaged in the activity and completely absorbed in it

- Is absolutely focussed, concentrated without interruption
- Is highly motivated, feels strongly appealed by the activity, perseveres
- Even strong stimuli cannot distract him/her
- Is alert, has attention for details, shows precision
- Its mental activity and experience are intense
- The child constantly addresses all its capabilities: imagination and mental capacity are in top gear
- Obviously enjoys being engrossed in the activity
- Child works well within group and communicates regularly with other members

Reflections model based on Gibbs 1988

One to be completed immediately after lesson as an individual and one a few days later as a group.

Point one: Describe what happened

Art lesson with year 7 they were working on prints. Their starter activity was to write a short paragraph using all the key words on the board.

Starter: Child 1, Playing with pen talking to other pupils, but engaged in demonstration. Child 2, Answers questions using APK form previous lessons, engaged in demonstration. Child 3, Chats to child 2 a lot but engaged in demonstration.

Middle: Child 1 Chatting to others wandering round sat away from group. Child 2, very engaged with task, Child 2 benefits from this as they finished before Child 3. Child 3 seeks approval from Child 2,

child 2 gives child 1 stuff to do. Child 3 engages with the teacher. Child 2 and child 3 help child 1 catch up and complete work.

End: Child 3 and child 2 help others in the class with their tasks. Child 2 still tidying during plenary. Child 1 chats to his friends and doesn't help tidy up. Child 2 comes over to plenary when teacher asks.

Point two: Describe your feelings and emotional responses to the events

It was a good lesson, the pupils were really engaged with the tasks at hand. All focused on their work and majority interacted within their groups.

Point three: Consider what was good and what was bad about the events response

The groups worked well as they MAT pupils were able to help out the lower ability students with their task. The children in our focus group I think knew we were watching them especially child 2 and 3, so this might have had the HAWTHORN effect on our results.

Point four: How do you make sense of the situation? (use sources, theories, academic research to help you make sense of your reflection)

The pupils were engaged and on task, students remained calm. Certain pupils that with their friends at first or kept going back to them. Pupils were focused, but not for considerable lengths of time.

Possibly readings and theories for this could be: Groupings, ART tasks, Literacy in Art, Group dynamics.

Point five: What general conclusions can you draw from the event? What specific conclusions can you draw from your experiences?

The immediate response I got from the observation was that the groups had a strong leader and it was typically the MAT pupil in the group, the middle band child in the group seemed attached or seek approval from the MAT pupil and then they worked as a team to raise the focus and attainment of the weaker pupil.

Point six: Based on your reflection, what would you do differently in the future? Do you have an action plan?

I would keep the same structure of a group, with a MAT a middle and weaker as it did raise attainment of all pupils. Re-think groups based on current friendships in the class or maybe do larger groups more than 3 pupils.

Reflections model based on Gibbs 1988

One to be completed immediately after lesson as an individual and one a few days later as a group.

Point one: Describe what happened

Overall, after the lesson, interview and looking at notes, we can see a common pattern of responses to the lesson. Child 1, the weaker child was not very responsive to the lesson or interview and lacked a lot of motivation and relied a lot on other pupils to do the task for him, in his interview this was apparent by his answers as he prefers working in a group, his answers were very similar and he was in agreement with the other two pupils. Pupil 2 the higher ability pupil, remained very focused and took charge in the group, she was first to complete her task and then help others, her interview questions were in depth. Child 3, the middle band child worked well with child 2 and completed task around the same time as each other. Child 3 seek approval from the teacher and child 2 but then copied child 2's behaviour in helping others and in their interview questions.

Point two: Describe your feelings and emotional responses to the events

It was a good lesson, the pupils were really engaged with the tasks at hand. All focused on their work and majority interacted within their groups.

Point three: Consider what was good and what was bad about the events response

The groups worked well as they MAT pupils were able to help out the lower ability students with their task. The children in our focus group I think knew we were watching them especially child 2 and 3, so this might have had the HAWTHORN effect on our results.

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The pupils were engaged and on task, students remained calm. Certain pupils that with their friends at first or kept going back to them. Pupils were focused, but not for considerable lengths of time.

Possibly readings and theories for this could be: Groupings- social dynamics, sociograms, ART tasks, Literacy in Art, Group dynamics. Classroom management, seating plan(?), Hawthorn effect.

Point five: What general conclusions can you draw from the event? What specific conclusions can you draw from your experiences?

The immediate response I got from the observation was that the groups had a strong leader and it was typically the MAT pupil in the group, the middle band child in the group seemed attached or seek approval from the MAT pupil and then they worked as a team to raise the focus and attainment of the weaker pupil.

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Questions for Interviews

'How can we improve the level of attainment of selected pupils through the use of mixing abilities within groups?'

Date of Interview:

Thank them for their involvement and how much it helps you develop as a teacher and how you design lessons. Mention that this will help improve lessons in the future.

Question 1: How do you feel about the subject?

Interviewee	Answer
Child 2	Fine, they enjoy it
Child 3	Likes it
Child 1	Good

Question 2: What are your strengths and weaknesses of Art/Drama lessons?

Interviewee	Answer
Child 2	Strengths: Drawing Weaknesses: Painting and detailing
Child 3	Strengths: Drawing Weaknesses: Painting tints/shades
Child 1	Strengths: drawing Weaknesses: painting

Question 3: If you were struggling during a lesson, what would you do? What would you do if someone was struggling with their work in the lesson?

Interviewee	Answer
Child 2	Would help someone else
Child 3	Yes I wold help them
Child 1	No answer

Question 4: How did you feel about being placed in a group during a lesson? Do you think you would have preferred to work as an individual? Why?

Interviewee	Answer
Child 2	Likes working in groups
Child 3	Likes working on own but with groups of friends
Child 1	Prefers working in a group

Question 5: Do you find that your work improves if you are not in a group with your friends? If yes/no, why do you think that is?

Interviewee	Answer
Child 2	No it stays the same
Child 3	No its stays the same

Child 1	The same

Question 6: How did you feel about working under-pressure with a quick lesson starter?

Interviewee	Answer
Child 2	Likes it motivates her
Child 3	Doesn't like it, goes blank
Child 1	Both really

Question 7: Did you find the lesson was challenging enough? What would you do to make it better?

Interviewee	Answer
Child 2	Good as group gives pupils more chances to do tasks
Child 3	Nods
Child 1	Agrees