

Appendices

Appendix One: Ethics Form

The ethical form was filled out prior to a liaison with the teacher at the school where it was discussed the subject first chosen was not suitable with the educational setting. After contacting the university, the research question was changed however the procedure remained the same.

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:	Mark Newey		
Tick all boxes which apply:			
Member of staff:	☐	Student:	☒
Honorary research fellow:	☐		
Faculty/School/Centre:	Yr Athrofa		
Campus:	SA1 Swansea Waterfront		
E-mail address:	1803122@student.uwtsd.ac.uk		
Contact Telephone Number:	07503213856		
For students:			
Student Number:	1803122	Undergraduate	☐
Programme of Study:	Primary PGCE	Taught Postgraduate	☒
Director of Studies/Supervisor:	Catherine Morgan	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	☐
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			Date
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐	
	Faculty Research Committee	☐	
	Other (write in) Catherine Morgan	☐	18/01/2019

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

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
<i>BERA (2018) Ethical Guidelines for Educational Research</i>	x
<i>UWTSD Research Ethics & Integrity Code of Practice</i>	x
<i>EWC Ethical Practice Guidelines</i>	x

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	x
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	How can we improve task engagement through the use of mini-plenaries in the foundation phase classroom?		
Proposed start date:	February 2019	Proposed end date:	March 2019
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
This research aims to distinguish the use of mini-plenaries, which has been recognised as pedagogical teaching technique (Joyce-Gibson, 2017) as a way to improve task engagement. A mini-plenary is where a teacher interrupts a learning activity in an attempt to engage the learners before resuming with the activity. It relies on collaborative discussion of the task to further understanding of the task (Joyce-Gibson, 2017). A teacher's role within education may be said to foster interactions that are beneficial to learning (Kaendler, Wiedmann, Rummel & Spada, 2015). Bruner amongst other scholars, recognise the importance of co-constructing knowledge and building upon it. Within education, questioning has been seen as useful device in building knowledge and evaluating learning. Part of the mini-plenary component is posing questions to learners			

to build and develop understanding as well as providing opportunities for learners to develop their own questions within the learning process. Teachers incorporating mini-plenaries within their lesson recognise the reasoning process against the progress made by the learners (Joyce-Gibson, 2017).

The research question was decided on because I felt that it is a useful tool for collaborative learning and that from previous PTE experience, children contributed to their learning and understanding. From my experience, it became a useful device in re-focusing children and helping to evaluate their work with the lesson objective. The research is important because Donaldson (2015) recognises that teachers need to be taking a more active role in educational research. Additionally, this will further my personal progress reflecting on our teaching practice and evaluating the effectiveness of pedagogical techniques within our own practice.

(this box should expand as you type)

Proposed methods

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

Lesson study-

This study uses a Lesson Study approach. Lesson Study is a form of classroom action research focusing on developing teacher practice knowledge. This method has been used in Japan since 1870. Lesson study involves groups of teachers working together to plan, teach, observe and analyse learning and teaching in specific 'research lessons' (Dudley, 2014). In this research one lesson will be taught and then analysed in order to refine the technique for the second lesson.

The research tools being used are: observation of learner participants in the lesson, teacher reflective notes, and semi-structured focus group interviews. McBurney (1994) describes observational research as a study method in which behaviour is recorded and observed and the researcher does not attempt to change. Observation is a qualitative method, which means it concentrates on the meaning and interpretation of events, in comparison to quantitative methods which focus more on numerical data (Wragg, 1994).

Ofsted (2004) states the practice of good teachers is a result of careful reflection. Reflection teacher notes will enable analyse of what has been taught and evaluations can be made to suggest how the technique can be refined.

Observation of learner participants in the lesson-

In this study, we have adopted Leuven's scale of well-being and involvement to construct an observational table of learner participants within the lesson. This will allow us to reflect on the use of mini-plenaries within learner engagement by evaluating engagement of the task prior to the mini-plenary, during the mini-plenary and post-mini-plenary.

Teacher reflection-

Ofsted (2004) states the practice of good teachers is a result of careful reflection. Reflection teacher notes will enable analyse of what has been taught and evaluations can be made to suggest how the technique can be refined. We have adopted Brookfield's (1995) reflective model which disseminates the four lenses within this study. However, within the autobiographical lens, I will reflect using ARC forms devised by Cox (2018).

Qualitative interview-

A focus group semi-structured interview will take place within this study. A focus group is a group who come together to discuss a given topic (Dilshad & Latif, 2013). This qualitative method will be with the three focus children. A semi structured interview will take place because it offers flexibility to explore the views of the learners and create meanings from their own experiences (Rabionet, 2011). Thus, prior to the interview, questions have been developed that reflect the research question. However, the nature of this method allows for the follow up of spontaneous questions to be constructed that may further the understanding of learner perspectives and provide a deeper insight into their responses. Additionally, this will provide the opportunity for children's voice, being an active member in the research progress which has been as vital to children's rights (UNCRC) and Donaldson (2015).

This interview will be audio-recorded so that it may a source to analyse and evaluate the use of mini-plenaries and learner engagement.

(this box should expand as you type)

Location of research activity Identify all locations where research activity will take place.
Research will take place at a partnership school to the University of Wales Trinity Saint David. The primary school is an urban school located in South Wales. The school has around 350 pupils registered at the school (Estyn, 2014). This research will take place in the Foundation Phase. (this box should expand as you type)
Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.
N/A (this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☐	☒
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box:		
Personal reflection as a source of data.	☒	☐

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☐	☒
Vulnerable adults?	☐	☒
Children under 18?	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify):	☐	☐

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

In this study, a whole class lesson will be observed it. The Class has been identified by the school. Within the class, there is going to be a focus on three pupils-chosen by the teachers with the intention of representative sample within the classroom. These pupils will be interviewed in a semi-structured interview. Consent/assent procedures will be followed prior to observation and to interview (See Section I).

(this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
We will not be using questionnaires.			
(this box should expand as you type)			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes ☐
No ☒

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

To adhere to safeguarding policies within both the school's policy and the university regulations, a number of factors need to be considered.

- For this study, we will try attain whole class consent in case any of the focus children are away on the days of the study.
- Emotional distress- some children may feel upset in being left out of the focus group. To counter act this, I would mitigate this through explaining the reason behind and offer to speak about their thoughts and records (although it won't be recorded)
- Confidentiality- to ensure confidentiality, all names will be excluded in the study. Children will be referred to as Child A,B and C. This is to ensure safeguarding issues
- Confidentiality- the school's name will not be disclosed throughout the study being referred to as a primary school in South Wales. In text references to the text may refer to the school as School 'X'.
- All participants have the right to withdraw- every participant has the right not to be included within this study. Their right to withdraw will be stated to the participants. This can be done at anytime. Assent is paramount within this, with children's body language a key aspect in determining well-being.

(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

N/A

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

To alleviate any risks to the investigator:

- Will inform people about the dates of interview.
- Research lesson will take part in line with normal school practice and within normal school day
- Interviews will take place where children feel comfortable. This will also take place where it can be easily supervised by a member of staff, whether in a classroom with the door open or in the school communal within the Foundation Phase setting.
- Children will not miss any opportunities from carrying out this research. Offering support for any work that may be missed as a result of taking part will be offered.

(this box should expand as you type)

University/institutional risks

For example: adverse publicity, financial loss, data protection

Research will be taking place in a partnership school. We will uphold the good name of the university by acting professionally and adhering to BERA/EWC guidelines.

(this box should expand as you type)
Adverse outcomes List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols. If any of the focus children are not present on the day of the study, consent will be collected from the whole class so we can liaise and ask the teacher to choose a new participant. Safeguarding. Well-being of learners. Should there be a fire alarm, safety is paramount to the research taking place. Therefore, research will adhere to all school policies that relate to child safeguarding and safety. Any harm or distress- should any participant want to withdrawal from the study, they have the right to do so at any point. Any research taking place will make sure no child is missing out on any other learning experiences. If there is any issues, support will be there to catch up with any work. (this box should expand as you type)

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Has a DBS certificate been obtained?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What feedback will be provided to participants, how will this be done and when? Feedback will be given to participants and/or the school head-teacher on request. (this box should expand as you type)
Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded. Seeking informed consent/assent by... - With participants under the age of 18, consent will sought from their parent/guardian with a consent form sent home prior to the research. This will be in the case where the school has not already gathered research consent. - Will seek ongoing assent by learners through verbal confirmation, and body language throughout the research process. - Follow EWC materials and BERA (2018) guidelines (this box should expand as you type)
Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. As previously stated, any information from the study will adhere to BERA/UWTSD guidelines To ensure confidentiality, the child names will be excluded from the study. Additionally, the schools name will not be identified. (this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? <i>“personal data” means data which relate to a living individual who can be identified—</i> <i>(a) from those data, or</i> <i>(b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? <i>“Sensitive personal data” means personal data consisting of information as to –</i> <i>(a) the racial or ethnic origin of the data subject,</i> <i>(b) his political opinions,</i> <i>(c) his religious beliefs or other beliefs of a similar nature,</i> <i>(d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),</i> <i>(e) his physical or mental health or condition,</i> <i>(f) his sexual life,</i> <i>(g) the commission or alleged commission by him of any offence, or</i> <i>(h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☐
University computers?	☐	☐
Private company computers?	☐	☐
Home or other personal computers?	☐	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
“Cloud” storage or websites?	☐	☐
Other – specify:	☐	☐
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		
Whilst I will not be collecting any personal data, the data I collect (anonymised observation data and interview notes) will be stored on a secure device (password protected) Data will be stored in line with UWTSD data management policy. Whilst I will not be collecting any personal data, the data that I collect will be stored on an encrypted memory stick. This will also be backed up on my password protected laptop. Data stored will be anonymous and participants will not be identifiable in any way. (this box should expand as you type)		

Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☒	☐
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☒	☐
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
Data will be shared with my research partner in order to discuss and analyse results. However, the data shared will ensure that participants are not identifiable. As previously mentioned data will be stored on an encrypted device, in which I will be responsible for keeping the data from the observation within my class. It will be kept until the completion of the P-PGCE programme until completion of the programme. (this box should expand as you type)		

List all who will have access to the data generated by the research activity:
Mark Newey Elizabeth Watt (this box should expand as you type)
List who will have control of, and act as custodian(s) for, data generated by the research activity:
Mark Newey (this box should expand as you type)
Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
Data will be stored on password protected memory stick. In Reference to UWTSD data management policy: 4.5 Research data must be stored in a managed environment that protects against data loss and corruption, unauthorised access and modification, and complies with relevant legal, regulatory, contractual, and other obligations for the period that it needs to be kept. 4.14 If research data and records are to be deleted or destroyed, this should be done so in accordance with particular concern for confidentiality and security. (this box should expand as you type)

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:	Date:
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For students:

Teacher / Senior Mentor / Headteacher:	
Signature:	
Date:	

Supervisor:	
Signature:	
Date:	

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:

<http://www.uwtsd.ac.uk/academic-office/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Faculties**. Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Notes for guidance in completion of this form

Section A: About You

Please complete all relevant sections

Section B: Approval for research activity

Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according to the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Faculties (Faculties provide specific details of these processes)
- Staff, by agreement by the Head of School/Assistant Dean

Section C: External Ethical Guidance materials

Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be listed and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity

Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal Ethical approval process then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: please use the same title as used on the research proposal.

Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection can be seen as unethical.

Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. Please be specific.

Location: this needs to mention geographical location and also local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational setting then you need to explain the permissions that you have obtained to do this.

Research Activity outside of the UK: please complete this section in detail, and note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Section F: Scope of Research Activity

Please tick ALL of the research activities that might be undertaken. If any additional types of activity are intended then please add an extra box and describe these.

If you have answered no to all questions in F then sections G and J do not need to be completed. Section H should be considered, and may be completed. Signatures are still required in section K.

Section G: Intended Participants

Please tick all categories that might apply.

Numbers& Source: if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Head of School/Assistant Dean in relation to staff research.

Section H: Anticipate Risks

All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks. If you have completed a full risk assessment, as required for example for laboratory work, field work, clinical tests, diving operations, or by a collaborative partner, you may append that to this form. In that case, please tick the box indicating this has been provided. You will not then be required to complete Section H.

Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects

If these are business owners, time with you may reduce profit.

In some locations physical risk is very real to both participants and yourself, please consider this.

Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In general do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?

Risk to the University When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg, artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Head of School / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J: Data Protection and Storage

Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.

Appendix Two: Lesson Study One observational table and reflection sheet

Time:	Child A					Child B					Child C				
Introduction Think. Pair. Share	1	<u>2</u>	3	4	5	1	2	<u>3</u>	4	5	1	2	3	<u>4</u>	5
Notes: Child A: only chatted for a second, hand went straight up. Didn't engage too much in discussion, just sat there on both occasions. Child B- chatted as a group of 3 about intruder. Made a couple of comments. Was looking around to see what other were saying. Child C- very chatty with partner when asked description of penguin intruder															
Time:	Child A					Child B					Child C				
Main activity Puzzle	1	2	<u>3</u>	4	5	1	2	3	<u>4</u>	5	1	2	3	4	<u>5</u>
Notes: All children engaged in looking for intruder clues. When doing the puzzle all were very engaged. Talking over each other a little. Very excited about finding out what the intruder looks like. All took turns looking at pieces of puzzle One child commented that 'team work makes the dream work' Child A- kept looking up when children were walking by within the atrium. Child B- engaged, was not easily distracted minus when people in group spoke to them Child C- really engaged in puzzle but so talkative it sometimes went off topic.															
Time:	Child A					Child B					Child C				
Plenary: Odd one out	1	<u>2</u>	3	4	5	1	<u>2</u>	3	4	5	1	2	3	<u>4</u>	5
Notes: Child A- didn't really discuss with partner what was the odd one out, just put hand up Child B- while someone was crossing odd one out, she had a little chat. Engaged in discussing odd one out. Child C- had a good discussion with partner what one was the odd one out. Very energetic.															

Adapted Leuven scale of wellbeing and involvement

Level	Engagement	Signals/signs:
1	Extremely low	Children are not engaged. They are absent from the task staring into space or looking around to see what others are doing.
2	Low	Children will be engaged at times but will be distracted by things going on around them.
3	Moderate	Mainly continuous activity. They show progress in what they are doing and show they are engaged. Can be easily distracted.
4	High	Continuous activity with intense moments. Child is mostly engaged. Not likely to be easily distracted.
5	Extremely high	Child show continuous and intense engagement. They are concentrating on the task and are not distracted within the observed period.

Reflection Sheet.

Brookfield's reflective model	
<u>Self</u> How did you feel the lesson went in respect to active learning strategies? <i>Aspects that went well and not so well.</i> How do you think engagement was within the lesson? Possible solutions?	I think that children were engaged throughout. T.P.S allowed all children to engage. The puzzle increased curiosity in the activity and allowed children to discuss ideas. Odd one out allowed children to reflect on learning that took place and was accessible to all learners.
<u>Students</u> How did learners understand the task? How do you think learners engaged in the lesson? How did it impact student learning? How students reacted to active learning strategies?	The learners said that A.L.S made them focus more and reflected that it was fun. As a result they seemed more engaged. They were positively reflecting on activities, reflecting on how it may be used again in the future. Puzzle pieces are the clues they would like to find and then piece together.
<u>Peers</u> How do you think the lesson went? Aspects/ experiences that were positive and/or disappointing? Thoughts on the experiences?	I think that children mostly engaged through A.L.S may get more distracted looking around at others. Children mainly on task/seemed to enjoy the lesson. Enjoyed sharing ideas and making predictions (Learning Objective)
<u>Scholarship</u> What does literature say about this experience? <i>Does literature confirm or contradict...</i>	Shared learning- children working together- collaborative learning Children engaged- working towards lesson objective- making predictions Constructing knowledge- making predictions, developing ideas, contributing to discussion

Appendix Three: Lesson Study Two observational table and reflection sheet

Observational Table:

Time:	Child A					Child B					Child C				
Introduction Think. Pair. Share	1	2	3	<u>4</u>	5	1	<u>2</u>	3	4	5	1	2	3	<u>4</u>	5
All children thought. A put hand down then LW asked for prediction A + C keen to pair share A, B + C wanted to class share	Notes: Child C – predicted letter about penguins Child A – looking around for animal/calling out predictions Child C – keen to share with peers and listen to others Child A – spoke to person next to her Child B – didn't share ideas with anyone Child B & C – put hand up to share with whole class Child B – prompted to share from LW Child B – when in a pair not sharing but when sharing to the class was very keen														
Time:	Child A					Child B					Child C				
Main activity Puzzle	1	2	3	<u>4</u>	5	1	2	<u>3</u>	4	5	1	2	3	<u>4</u>	5
All children engaged All keen to share with LW Enjoyed activity	Notes: Child A – engaged but mainly independent rather than group orientated Child A – making predictions Child C – promoted to make predictions Child A – found most puzzle pieces – told to leave some so all children could have a turn Child A – moving the pieces on table Child B – more orally involved Child C – looking around (for pieces) Children engaged in activity – enjoyed sharing with LW more than with other children to construct puzzle. Then thoroughly engaged in hiding the puzzle pieces for the other group together.														
Time:	Child A					Child B					Child C				
Plenary: Odd one out	1	2	3	<u>4</u>	5	1	2	3	<u>4</u>	<u>5</u>	1	2	3	4	<u>5</u>
All children wanted to share answers to the whole class. They were always the children sat quietly with hand up as LW requested.	Notes: Child C – shared idea of what o.o.o is (only one to do so). Child B & C – got their hands up to share Child A – responded to LW questioning/began to be more enthusiastic All children thoroughly engaged in activity and wanted to share their ideas. Always got hand up. All listening.														

Adapted Leuven scale of wellbeing and involvement

Level	Engagement	Signals/signs:
1	Extremely low	Children are not engaged. They are absent from the task staring into space or looking around to see what others are doing.
2	Low	Children will be engaged at times but will be distracted by things going on around them.
3	Moderate	Mainly continuous activity. They show progress in what they are doing and show they are engaged. Can be easily distracted.
4	High	Continuous activity with intense moments. Child is mostly engaged. Not likely to be easily distracted.
5	Extremely high	Child show continuous and intense engagement. They are concentrating on the task and are not distracted within the observed period.

Reflection Sheet.

Brookfield's reflective model	
<u>Self</u> How did you feel the lesson went in respect to active learning strategies? <i>Aspects that went well and not so well.</i> How do you think engagement was within the lesson? Possible solutions?	I thought the lesson went well in regards to active learning strategies. I believe that by using active learning strategies the children were more engaged and curious about what animal had escaped from the zoo. I particularly thought the puzzle activity increased the children's engagement for the lesson. All were involved in looking for the puzzle pieces outside of the lesson and there was a good discussion on what the animal could be. The slight downside regarding the puzzle activity was that the way I had cut up the puzzle was slightly too tricky for the children chosen for the study. Instead of 8 pieces I should have cut the puzzle in 5 or 6 pieces. I believe this would allow for further engagement as the children would have been able to make the puzzle that bit easier. I could feel their attention fading at the start when it was an initial struggle.
<u>Students</u> How did learners understand the task? How do you think learners engaged in the lesson? How did it impact student learning? How students reacted to active learning strategies?	I thought the children understood the task well. They discussed the letter than I read out to them from the zoo which has clues on what the animal could be and also pieced clues together as a puzzle to create the animal. They kept making guesses about what the animal could be and were engaged in discussing these ideas with each other. I thought they engaged in the lesson well. They were all contributing lots of good ideas and constantly had their hands up. When creating the puzzle at the start their engagement decreased slightly because the puzzle was a little too tricky for them. However, once they had figured out the first few pieces their engagement increased. I thought the active learning strategies had a positive impact on student learning. They commented the lesson was fun and that they enjoyed the activity they did. I think because they were actively involved in the task, they were focused and didn't get distracted as easily as some of them normally do.

<u>Peers</u> How do you think the lesson went? Aspects/ experiences that were positive and/or disappointing? Thoughts on the experiences?	Mark thought the lesson went well. He enjoyed the letter from the zoo which I used as a hook and felt that this increased the children's interests and got them engaged for the lesson. With think, pair, share, he thought that children were more inclined to share their ideas to myself and the class as a whole than they were to their partner. During odd one out he thought the children were engaged in the activity and all of them wanted to share their ideas. He liked the puzzle activity and thought they children were engaged throughout. However he felt that some children were engaged independently in the activity rather than engaged with the group and sharing each other's ideas. Like myself, he also thought the puzzle was slightly too challenging. His overall thoughts on the experience were positive regarding the children's engagement with the active learning strategies.
<u>Scholarship</u> What does literature say about this experience? <i>Does literature confirm or contradict...</i>	Shared learning- children working together- collaborative learning Children engaged- working towards lesson objective- making predictions Constructing knowledge- making predictions, developing ideas, contributing to discussion

Appendix Four: Participant Information Sheet

Information Sheet

This sheet is to be read to and/or by the participants prior to any research being carried out. This information sheet will be verbally discussed with the children in child-friendly language with the research being carried out in the Foundation Phase.

What the research is trying to find out:

- This research aims to distinguish the use active learning strategies within the foundation phase classroom and the effects it has on pupil engagement within the lesson. Active learning strategies are developed as a way to enhance critical thinking and develop cooperative learning (Kwok & Lau, 2015). This concept derives from the idea that engaging learning by student centred learning and the idea of 'learning by doing' (Smart &Csapo, 2007).

The purpose of the research:

- The study wants to delve in the way active learning strategies may be used as a pedagogical technique to improve learners engagement.

Who is carrying it out the research:

- Mark Newey
- Elizabeth Watt

Exactly what will be asked of the participants:

- Participants will take part in the lesson as normal. After the lesson, they will be asked to part of a focus group where a semi-structured interview will take place.

How the information you provide will be recorded:

- An observation of the method will be carried within the lesson and reflective teacher notes will be taken.
- Audio recordings of the focus groups will be carried out.

Appendix Five: Consent Form

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

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

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

Date.....

Annwyl Riant / Warcheidwad,

Mae ysgol eich plentyn yn gweithio mewn partneriaeth gyda'r Athrofa ym Mhrifysgol Cymru Y Drindod Dewi Sant yng Nghaerfyrddin ac Abertawe. Mae'r ysgol hon yn cynnig lleoliadau i fyfyrwyr sy'n hyfforddi i fod yn athrawon.

Gofynnwyd i'r darpar-athro yn nosbarth eich plentyn gynllunio, addysgu a gwerthuso un wers fel y gall ef / hi ddatblygu strategaethau penodol i wella eu haddysgu eu hunain. Fel rhan o hyn, bydd darpar-athrawon yn arsylwi ar ymatebion y plant ac yn gofyn i rai disgyblion eu barn ar rannau o'r wers. Mae'r dasg wedi'i chynllunio i lywio ymarfer y myfyrwyr a chefnogi dysgu plant.

Byddai unrhyw wybodaeth a gasglwyd yn parhau'n gyfrinachol drwy gydol y prosiect, a byddai'r ysgol a'r plant yn parhau i fod yn ddienw yn y gwaith a gynhyrchir. Sicrhier i'r wybodaeth a'r canlyniadau a gasglwyd fod yn unol â chanllawiau moesegol y Brifysgol. Os, ar unrhyw adeg, nid yw eich plentyn am rannu syniadau, ni fyddai'n ofynnol iddo/i wneud hynny.

Os ydych chi'n hapus i'ch plentyn gyfrannu at y prosiect, cwblhewch y ffurflen ganiatâd rhieni isod os gwelwch yn dda, a dychwelwch yn uniongyrchol i'r ysgol cyn gynted â phosib. Os oes gennych ddiddordeb yng nghanlyniad y prosiect hwn neu os oes gennych unrhyw gwestiynau, cysylltwch â Swyddfa Bartneriaeth y Brifysgol - partnership@uwtsd.ac.uk.

Yn gywir, Catherine Morgan
Cyd-lynnydd Modwl – Yr Athro Ymholgar

Fel Rhiant / Gwarcheidwad, rhoddaf ganiatâd / ni roddaf ganiatâd (dileu) i (enw plentyn) gymryd rhan yn y prosiect hwn. Llofnodwyd (Rhiant / Gwarcheidwad). Dyddiad

Appendix Six: ARC form

Model Beirniad Wedi Adfyfyrrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 20/02/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Literacy lesson- continuing with making predictions (Lesson Study)

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yweichteimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I enjoyed this lesson. I think that children were engaged throughout the lesson and I enjoyed deploying a range of active learning strategies throughout the lesson. I thoroughly enjoyed going around looking for clues with the children who were enthusiastic to find out more.
Cofio a Deall/ <i>Remember and Understand</i> Allwch chi restru'r ragweddau a'r profiaddysgu aethynda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiaddysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	I think that the children were engaged throughout the lesson. I think children achieved the learning intentions of the lesson. I think my time management was effective, completing the introductions, activities and plenaries. I think all the active learning strategies were effective in getting students engaged. Some children were talking over each other during the activity. This meant at times they were not cooperating to build a discussion about the intruder.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> Beth fyddwch chi'n cadw'r un fath isicrhaudysgu ac addysgu effeithiol yn dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oeddach os ydych chi'n siomedig bwysicaf? "What was the cause of the most important disappointing element?"	Keep lessons engaging and at learners level. Make resources that help learners achieve the lesson objective. I think that my classroom/ behaviour management was effective to keep learners on task. Children were so keen to share ideas within my activity of building the puzzle together. As a result they were sometimes not listening to another which did not develop the desired discussion.
Casgliadau a chamaugweithredu/ <i>Conclusions and actions</i> Beth yweichatebion posibl i'r mater a onsiomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w gwneud nesaf? "What will you do next?"	Research behaviour management strategies that allow learners to work together. Explain that the activity is a group activity and so that we need to listen to one another in order to complete the task.
Y profiad newydd/ Transformed experience	

Appendix Seven: Lesson Study 1 and 2 Lesson plans

Name of Trainee: Mark Newey (teaching)/ Lizzie Watt (observing) Session ref: W10 literacy LS Date: 20/02/2019 Class: Reception/Year 1					Cynllun Ffocws y Cyfnod Sylfaen 2d			
Personal Training Target: To plan and prepare lessons Number of learners: 31 Age: 5 year olds								
Learning objectives/intentions:	Literacy- Geronimo introduction use prediction in stories, adding more details	Success Criteria	Children are able to make predictions Children are able to talk about clues Children are able to discuss ideas orally Children are able to explore ideas of the story through adult activities.	Meeting learners' needs:	Differentiation by support within adult activities			
Introduction/plenary tasks	Main activities			Resources/ Key Vocabulary	Assessment for Learning (strategies and opportunities)			
What has happened this week? Link to prior learning An intruder has broken into the classroom. What clues did we find? <u>Think. Pair. Share.</u> <i>First active learning strategy</i> Children talk to their partner to discuss ideas before sharing with whole class. Well I was speaking to	Trainee focused task: Oracy task Clue hunt to find the intruder: Hide around the school descriptive items that belong to the intruder: Goggles, hat, scarf, orange beak, webbed feet, wings. Tick off laminated sheet of the items for each item that the children find. Once they found the clues, sit down at table and piece together jigsaw puzzle. Pieces of puzzle reveal the picture Mrs Graham had found of the intruder.			Intruder Geronimo Map Feathers Snow Webbed feet	All activities will have a self assessment (RAG) within their books for written tasks. Marking system shown below. How well did you do? <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>			
								

Mrs Graham and she was checking the cameras for me to find out more about the intruder. She has got another clue... She has found another picture of the intruder. The only problem is that the intruder has find out and has got rid of the evidence and has hidden it around the school. We need to find the pieces to see the picture. The clues are what he was wearing and some of his key features i.e. the things that you notice the most	<i>Second learning strategy</i> Additional adult tasks: Oracy/ thinking M.G Ipad- oracy task Open 'show me app'. Children to use the introductory description to draw the intruder and then talk about the description of their drawing. App only allows for 30 seconds of talking so children need to draw the picture first before describing it. Differentiation: Penguin description can be recounted. Lowers can start from number 8 formation. <i>Active learning??</i> L.B Emperor penguin life cycle Cut the pictures out. Place them in the correct order. Stick pictures in order in the boxes. Pictures: Egg Chick Feathered penguin Adult penguin. <i>active learning strategy?</i>	Ipads- Show me app	At the end of lesson, traffic light cups will be on bench at front of class. Children put marble in the cup to represent how they felt the lesson went.
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Plenary Odd one out on interactive whiteboard Children shown images children choose the odd item and cross it out Items will be penguin/Geronimo orientated Assessment for learning: Cups for enjoyment Green- Assessment for learning- get helpers of day to give out marble. When children have been given marble they have marble put it in traffic light cups on how they enjoyed the lesson.	Independent learning opportunities: Snow area- children can build a nest. Leave the egg and the life cycle wheel in the snow area. Creative table- children can build a trap. Leave resources on table- scissors, glue, box, string, box of resources. Whiteboard on carpets- children to draw their own map. Use the whiteboard from the zoo area to help Computers- have dazzle on computers. Children can draw picture of the culprit from the description in introduction. Playdough area- arctic themed play mats Zoo area- open Writing table- Wanted posters- children can make wanted posters from the printed template of the intruder.		
Curriculum Coverage (range and skills) use prediction in stories, adding more detail show that they have listened to others, e.g. by drawing a picture Creative development Creative table Trap- explore and experiment with a variety of techniques and materials			
Literacy (LNF) show that they have listened to others, e.g. by drawing a picture take part in activities alongside others, with some interaction. talk about things they have made or done, explaining the process use a variety of questions, e.g. ‘Who?’, ‘What ?’, ‘Why?’, ‘When?’ and ‘How?’, for a variety of purposes and to clarify understanding contribute to conversations and respond to others, taking turns when prompted Reading use prediction in stories, adding more detail make links between texts read and other information about the topic.	Numeracy (LNF) read and write numbers to at least 10 read and write numbers to at least 20 forming and orientating them correctly		

ICT Use of ipad and computers: to present and develop ideas.	Thinking Reflect on prior learning in introduction Reflective opportunities during plenary	ESDGC Within natural environment theme- animals	YCC Incidental welsh throughout
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Name of Trainee: Lizzie Watt Session ref: _____ Date: 21st February 2019 Class: Reception					Cynllun Ffocws y Cyfnod Sylfaen 2d
Personal Training Target To use assessment for learning strategies in my lessons. Organise and manage teaching and learning time effectively					
Number of learners: 29 Age: 4-5 Years					
Learning objectives/intentions:	To use imagination to discuss clues. To be able to use clues to make predictions.	Success Criteria	Children can discuss ideas Children can use adult activities to explore ideas Children can discuss clues and what they might mean.	Meeting learners' needs:	B (ASD) – in School 1 hour a day, 1:1 with Miss B M (EAL/ASD) – in school 1 ½ hour a day. 1:1 with Mrs P E (ASD/Visually Impaired) – high functioning, activities to be done in pairs or 1:1. H (undiagnosed ASD)
Introduction/plenary tasks		Main activities		Resources/ Key Vocabulary	Assessment for Learning (strategies and opportunities)
Introduction All children on the carpet. Activate prior knowledge → see if they can recall the animals from the Dear Zoo story. Phone call from the zoo → Set an alarm on my phone and pretend to answer and talk to the zoo. Only say a few words to engage the children and get them thinking - oh no, animal, escaped, letter, help Letter from the zoo → Oh no! An animal has escaped and was seen at St Thomas school. Within the letter there will be clues on what the animal looks like.		Trainee focused task: Oracy task: <i>Puzzle</i> Hide around the school puzzle pieces of the animal that has escaped from the zoo. Children to work in groups to find the pieces. Have a small discussion when they find a piece. What animal do you think this could be then? Once all the puzzle pieces are collected the children are to put the puzzle together which will reveal what animal has escaped from the zoo.		Resources: Letter from the zoo Puzzle pieces Key Vocabulary: Escape Animals Discuss Dear Zoo Describing	Observation notes will also be made for each child, which provides a good assessment for learning opportunity and the opportunity to compare my opinion with how the children think they got on.

Think Pair Share: discuss with the person next to you what animal you think it could be. Listen to children ideas and why they think it will be a certain animal. Explain activity to children: we have managed to get a picture of the escaped animal, put they are in pieces as it was too quick. We need to collect them. (will take a group at a time). Remind children of activities available to them.	Additional Adult tasks: Miss Hellier& Mrs Cook & Miss Brettle & Mrs Thorne: Eisteddfod Art – all additional adults will be completing this task with the children. Children to complete art work based on the artist Rhiannon Roberts		
Plenary Odd one out Dear Zoo – can the children figure out what animals are the odd ones out? They will be the ones we haven't learnt about.			
Independent Learning opportunities: • Colouring penguin sheet • Painting corner – can draw animals from the story Dear Zoo • Playdough – can children make shapes of animals from Dear Zoo • Creative zone – using template, children can create their own animals • IWB – colouring penguin eggs • Egg puzzle • Zoo area			
Curriculum Coverage (range and skills) Sentence structure, fullstops, letter formation			
Literacy (LNF) Use words, phrases and simple sentences Speak audibly Retell familiar stories in a simple way Take part in activities alongside others		Numeracy (LNF) N/A	
ICT Use of interactive whiteboard	Thinking Reflective opportunities during plenary Reflect on prior learning during introduction	ESDGC Natural environment of animals.	YCC Incidental welsh throughout