

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn. What I have done in this assignment.
Targed/Target 1	Referencing.	I used UWTSD reference guide to Harvard. I also double checked my references on an online reference creator.
Targed/Target 2	Grammar.	When academically writing I tend to keep a thesaurus by hand during all planning, reading and writing. During this assignment I made sure I also had a dictionary with me to check the definitions of ALL ambitious vocabulary used.

How effective are regular progress checks in terms of AFL within the lesson study?

Aim, Focus and Purpose of the Research

An area of focus that interested my partner and me was the effectiveness of progression steps in a one-hour lesson. Our focus was to discover if these progression steps are a useful and beneficial replacement of the traditional learning objectives. The aim of the research is to find out whether progression steps are valuable in a lesson and whether they help the teacher and pupils analysis progress. The focus was to implement progression checks after an activity that marked a point of achievement and thus enabled learners and myself to identify where they were in terms of progress. This was an area of interest as the school where I will conduct my lesson are at the beginning stages of replacing learning objectives to progression steps. With this idea in mind it was also an interest of ours to incorporate Bloom's Taxonomy as we felt this was an effective model to classify objectives, assessments and activities; this model allows teachers to assess progress but in a way that includes learners in the process as well.

Research Context

This research activity occurred during an English lesson with a high prior attainment group in year seven. I discussed the completion of this research activity with this class as they had existing knowledge on progression steps within a lesson and responded very strongly to these

checks in previous lessons. Our research activity focuses on the effectiveness of progression steps and for my class this meant how does these checks help them identify progression made, further progression to be made and to highlight the link between steps in the lesson. Learners were made aware of progress checks as both teachers referred to the fact that the class were participating in a progression step. These steps were also presented to learners on a PowerPoint slide, resulting in learners being able to visualize their progress as well as the teacher-pupil discussion.

Overview of Relevant Literature

Whilst my partner and I understood what the aim and purpose of these checks were, it was vital that we understood where these steps fall into the world of teaching and learning. Through personal and observed pedagogy practice it is evident that progress checks are a tool used for Assessment for Learning (AFL). It is suggested that AFL is a reflective practice that occurs during a lesson and thus enables practitioners to move progress forward (Donaldson, G. 2015). A significant feature of the new Welsh curriculum is the need for strong AFL in the classroom. Donaldson recommends that teachers must have specific reference points for the determination of a child's progress to carry out successful AFL (Donaldson, G. 2015). Progression steps can enable teachers to refer to progress that has or is still yet to be completed. This allows for a constant reminder to all learners where they are at in terms of progress. In addition to progress checks, my partner and I felt it necessary to conduct research into Bloom's Taxonomy, the hierarchal structure of complexity. This implementation was presented using this taxonomy allowed learners to visualize the progression steps before hand and identify the different levels of difficulty in progress. Although this method has had little effect on curriculums it is argued to have impacted evaluation of learning for practitioners and stakeholders involved (Marzano, 2006). Progress checks presented using Bloom's Taxonomy can allow learners to view each level of learning and Marzano (2006) states that this can be a powerful tool for objective-based evaluation because it reinforces the direct stating of goals that had not been previously attained before the lesson. In the same article it is suggested that this reinforcement can create a sense of motivation amongst those viewing or participating in that reinforcement (Marzano, 2006).

Whilst AFL is vital in the classroom to check progress, a study by Cambridge University (2017) illustrates the significance of AFL stating that there is a distinct correlation between a growth in a learner's self-efficacy and their confidence in own performance (Bandura, 1997). After completing a progression step, it was evident that learners' confidence increased and by referring to this achievement pupils appeared motivated to continue their productivity. The consideration of learner wellbeing is something that is argued to be of utmost importance

during any type of assessment and that a growth mindset should always be encouraged (Dweck, 2008). Dweck essentially states that if learners who have a growth mindset will show perseverance with a task will be evident regardless of the level of challenge involved. Continuing with research surrounding AFL and confidence, it is argued that AFL should be implemented in an encouraging environment, with this combination of effective assessment learning can double its rate (William, D. 1998). Equally, Donaldson (2015) also states that through this effective AFL, progress that typically occurred in one year would happen but within a six-month time frame.

Tying this research together we can identify that AFL is a vital aspect of a learner's progress. However, this implementation can only be carried out effectively if the right methods have been used. Dweck (2006) shows us that it is only when a learner has a growth mindset is when barriers can be overcome, and progress can be made. This is supported by the Welsh Government's recommendation that assessment should occur in a safe and sensitive environment (Welsh Government, 2010). It is evident to note that there is a focus on developing individuals who 'have the confidence to participate in performance' (Donaldson, 2015: 30) showing to us that these learner involvement in AFL which is argued to be of utmost importance can only occur if Dweck's (2006) growth mindset is encouraged amongst young people.

Furthermore, to increase a learner's engagement, it is important that they play a role in understanding the progress they make during a lesson. It is stated that students who participate in assessment often improve their own learning as a result of the skills sustained through their involvement (Towler & Broadfoot, 1992). Hattie (2008) explains that AFL is a comprehension measurement that is visible to the learner. It is interesting to identify the need for these assessments to be 'visible' for the learner and the effectiveness of this tool of involving the learner was witnessed during our research observations. Hattie comments that this effectiveness spurs from the learners' realisation and awareness into how they can progress and achieve further (Hattie, 2008). Similarly, it is stated that when a learner participates in assessment, they can develop their critical thinking and autonomy (Yang, et al. 2006). However, some suggest that teachers play a significant role in delivering effective feedback, in ensuring that comments are constructive and thus go beyond passive information transmission to a participatory process (Rust et al, 2005). On the other hand, in the same article it is acknowledged that for far too long feedback has weighed heavily on teachers (Rust et al, 2005). From this we can gather that the skills from the teacher are essential but there needs to be a balance between teacher-led AFL and learners having a more fundamental involvement in their assessment. This presents to us that learners' who participate and play a

role within their AFL, their comprehension of how to develop increases and allows the pedagogy to make reference to any areas that may be improved.

Another significant area of learning that required research into was formative assessment within the classroom. AFL and formative assessment are closely linked and Black (1993) suggests that formative assessment is essential for effective pedagogy and learning. Bell and Cowie's (2001) comment that formative assessment involves the collecting, understanding and reflective process of information about the learner's learning and therefore supporting a path to ensure further achievement. In align with the focus of this paper, the tool of progression steps as a replacement of learning objectives can be viewed as formative assessment that ensures effective practice of understanding, interpreting and reflection from both the learner's and the teacher's point. Formative assessment has been described as the bridge between teaching and learning, this type of assessment is the only effective tool a teacher can use in realistic timing to identify what learning has taken place (William, D. 2011). Donaldson's (2015) review into Welsh education came to similar conclusions, with recommendation 37 explicitly commenting that formative assessment arrangements need to be viewed as significant and should be at the forefront of all teaching and learning. Through progression steps this type of AFL can be natural incorporations into a lesson and avoids the view of it being an extra activity or random add on. Which is what Donaldson (2015) recommends teachers avoid in their pedagogy.

Explanation of Lesson Study Design

The method that will be used during this research activity is a lesson study, conducted by two researchers over the duration of two one-hour lessons. While Dudley defines a lesson study as involving three focus lessons (Dudley, 2003) my research partner and I were allocated time for only two. Nevertheless, the process in which was used is very similar to the features that Dudley state are significant during a lesson study. A lesson study is a process that enhances classroom practice requiring teachers to discuss the essential concepts that pupils need to progress, comparisons with curriculums and the consideration of present knowledge of learners (Lewis, C. 2004). Lesson study originates from Japanese education where it is used as an improvement process in the educational environment. The lesson study is best described as a cycle consisting of four sections: 1. 'Study curriculum and formulate goals.' 2. 'Plan.' 3. 'Conduct research lesson,' and lastly, 4. 'Reflect.' Lesson studies consist of 'teachers focusing on student thinking' (Lewis, C. 2011: 3) showing an investigation into the learner's performance rather than the tutors. Lesson studies are effective due to the data being gathered to enhance improvement within the classroom and values the 'long-term learning and development of students' (Lewis, C: 2011: 2). However, according to researchers,

effectiveness of lesson study can only commence if randomisation techniques are used, clearly described and fully reported (Cheung, VM. 2014).

The reflection model that was used after lesson study is Brookfield's Four Lenses. Brookfield states that every effective teacher must critically reflect their practice, suggesting that reflection is a process of investigation that involves teachers who are attempting to discover and research the frame in which they work within (Brookfield, S. 2005). This model uses four lenses for the critical reflection though the 'use of the autobiographical', 'students' eyes'; 'our colleagues' experiences' and 'theoretical literature.' This took place after a semi-structured interview with participants in the format of focus groups. The use of semi-structured interview allows there to establish a rapport with the interviewee which will then enable them to be able to talk in-depth and any issues can be clarified with the structure of the interview. A limitation of this could be that as the interviewers, we could allow unconscious signals to the interviewees. Additionally, this method can be time-consuming should the topic shift and it produce much information that would be difficult to analyse (Drever, 1995).

Observations combined with record making was a vital aspect of our lesson study. This method of research offers a permanent account of a situation (Simpson, M. and Tuson, J. 2003). Our fieldnotes focused on qualitative data rather than quantitative as our aim was to receive honest opinions about progression steps from the participants involved. The strong sense of observation in our lesson study was apparent due its flexibility of process, some suggest that record making is the most effective form of research in classroom as methods like video recording are not as flexible as that of a human observer (Simpson, M. and Tuson, J. 2003). Essentially observation can enrich data already collected by researchers, contributing to accounts already identified through methods like questionnaires and so on. However, some argue that there are several issues when discussing the tool of observation. There are questions circulating the idea that observation can be susceptible to being bias, meaning that the observer may only record what they think may benefit them during analysis of results (Simpson, M. and Tuson, J. 2003). To summarise, the methods of data collection used are, reflective notes, observation records (non-participant) and focus groups, all of which in accordance to BERA guidelines will remain anonymous and confidential (BERA, 2018).

Ethical Considerations

There are ethical considerations when completing research in a classroom. In accordance to BERA guidelines the organisations that this research activity will be conducted in will be titled as Schools 'X' and 'Y.' Participants involved will be named as Pupils 1-6 in align with the ethical guidelines that state both institutes and people have the right of privacy 'confidentiality and anonymity' (BERA, 2018: 41). All data collected will remain confidential, this will be done

by anonymises all names on records and research information. The participants involved will also be made aware that his research activity will be conducted through confidentiality and anonymity and they have the right to remain unnamed during this process. As participants involved are considered minors (under 18 in line with UWTSD Ethics Code) consent from parents or guardians is needed for this research to be conducted. Arrangements are also in place to inform participants that it is their right to decline involvement within this research activity and this can be done when crossing either Yes or No in the consent section on the sheets handed out. If they accept involvement, their consent will be stored manually and then images of this will be recorded, all participants will be made aware of this before proceeding.

All participants will remain anonymous so it will be explained to them that there is no need for them to provide their names. No photos will be taken during this research activity. It will also be explained to participants that confidentiality will be obtained throughout the lesson study and aftermath and that all learners will remain nameless. All ethical aspects of this research activity were considered and conducted whilst resonating with UWTSD's Research Data Management Statement (2018).

Lesson Study 1

The reflective practice of critical incidents using observation in the educational sector allows for us to create 'a shared, culture of improvement, self- evaluation and professional learning' (Estyn 2014: 5). Reflection enables practitioners to make specific teaching decisions based on awareness of previous lessons thereby allowing them to develop their practice in future lesson. The use of the critical incidents resonates with Tripp's five thinking strategies as they ensure we frame the questions required in an effective pedagogy. However, this effectiveness can only occur following on from reflecting on practice (Tripp, 1993). Upon reflecting on lesson studies, the practitioner can identify next steps and thus develop teaching and learning.

Lesson study 1 was conducted with a high prior attainment group in year 7. Within this English lesson, the learners were tasked with speech writing utilising persuasive techniques, AFOREST, this lesson was a follow up from a previous lesson where learners progressed in understanding AFOREST and its effect in writing. The class participated in a balloon debate, arguing that their fictional character was the most important. Learners had to convince one another that they should remain on the hot air balloon using AFOREST at the forefront of their speech. The learners achieved the lesson goals by applying prior knowledge and incorporating features to produce an effective and persuasive speech. For our research questions three Bloom's progress checks were used so learners could identify the objectives for this lesson. The first check activated prior knowledge in terms of AFOREST, the second was conducted

before they were writing the speech and the last was conducted towards the end before the peer assessment task. The progress checks were offered using Bloom's Taxonomy, and learners were presented with three progression steps titled as *Explain, Explore and Apply* allowing learners to identify the hierarchical levels of difficulty in tasks.

To reflect on the lesson, we used the Brookfield's critical reflection model (2005) and this enabled us to look at both lesson studies through the model's four lenses. The first lens being; Autobiographical. Within my partner's lesson she had identified how easy it was to naturally incorporate Bloom's Taxonomy and progress checks around activities. The progress checks allowed her to focus the learners' attention to what and why they were learning this topic. Learners were reminded that the reason for this lesson was to enhance their understanding of AFOREST's effect and this will benefit them in their upcoming assessment, to which they must complete a persuasive speech on climate change. My partner was apprehensive about using Bloom's as she was aware this concept was new to her learners so naturally she was anxious about their response to these checks and Taxonomy. Upon reflection, it was discovered that the hands up approach used by my research partner was effective and avoided placing pressure upon learners to answer.

Whilst reflecting upon Brookfield's 'student lens' the new concept of progression steps was explained and described. Pertaining to the interview (see appendix 1) the learners felt that the progress checks helped within the lesson as it reminded them what they had done in the previous lesson and it also helped their motivation because of the positive feedback received from the teacher. The learners felt that the hands-up approach was useful, when discussing random selection learners had commented that this would make them feel uneasy and dread the steps rather than embrace them (see appendix 1). Furthermore, it was of interest that learners preferred these progression steps to what they are usually presented with, learning objectives (see appendix 1).

During this reflection, a vital stage in this process was the interaction between my research partner and me. When reflecting upon practice with my colleague it was discovered that at times noise levels increased to a point where concentration was being affected. Whilst reflecting upon this, my colleague and I were able to identify that a 'wait-time' for silence would be beneficial for teaching and learning in future experiences, this will ensure that the teacher can identify learners that are perhaps not on task and to avoid any distractions when completing exercises. During this stage, my research partner used Brookfield's autobiographical lens as she too, identified that noise levels were disengaging a small group of learners.

Bloom's Taxonomy and progress checks were at the forefront when reflecting through Brookfield's final lens, theoretical studies surrounding these areas. Through this critical lens it was discovered that regular progress checks cemented the learning of the lesson and Bloom's taxonomy allowing for the steps to track the learners' development and could also be used to pinpoint areas that may require revising. We looked through the critical lens in reference to our literature review (see above).

Lesson Study 2

Lesson Study 2 was conducted with a high prior attainment group in year 7 during an English lesson. The lesson focused on the creation of a newspaper article surrounding a topic this group had focused on for a lengthy amount of the current term. The learners achieved the lesson goals by applying prior knowledge and identifying features and layout of a traditional newspaper article. This learning was assessed by the learners having to pick out the correct features from a handout and then placing them on a blank template to show their understanding of its layout. Teacher circulation conducted the first AFL in this lesson enabling me to identify the class' comprehension and to check any areas that may need re-visiting. Learners then finished the lesson by peer assessing the drafts following the class generated success criteria as a checklist.

During Lesson Study 2 learners were presented with a series of progression steps, which replaced the traditional tool of learning objectives. These steps were presented using Bloom's Taxonomy and were announced in both English and Welsh dialogue. The learners were then encouraged to participate in a series of questioning to enable me to check understanding of the specific step. Once checks were established, I was then able to reflect on this and identify if progress could then be developed or if certain areas required revision.

Brookfield proclaims that effective classroom practice spurs from reflection of previous pedagogy (Brookfield, 2005). This suggests that teachers must reflect their practice and investigate frames in which they work in to improve and enhance pedagogy. Brookfield's Four Lenses was at the forefront when reflecting upon both Lesson Studies. During Lesson Study 2 'the autobiographical' lens ensured I reflected upon personal practice. Analysing our autobiographies as teachers has fundamental impact and implications on the way we teach (Brookfield, 2005) and through this lens I discovered that an area of improvement in my pedagogy was pace. At times, my pace in delivering progression checks were rushed and required lengthier timings for me to establish effective progress that has been made or still

needs improvement. Through investigating my personal practice, I can reflect using Brookfield's model and identify this area that requires developing. In addition, Brookfield's second stage of the reflective cycle was the analysis of 'Our Learner's Eyes' (Brookfield, 2005). This stage of reflection allowed me the insight of the hands up approach, not all learners offered answers to checks. It was stated by a participant that the hands up approach only gives learners who are definite of the answer opportunity to participate in this progression step. A more inclusive approach to progression steps needs to be implemented for effective AFL and this could perhaps be through random learner selection, name generators or individual answer cards for all learners.

Continuing with Brookfield's reflective model, the next stage of the Lesson Study that required consideration was 'our colleagues experience' (2005). Brookfield expresses that this interaction with other professionals can 'unravel the shroud of silence in which our practice is wrapped' (Brookfield, 2005: 200). This type of reflection enhances pedagogy as it offers us opportunities to check, reframe and broaden classroom theories of practice. During this discussion with colleagues it was identified that not all learners were focused on important tasks which resulted in pupils not having full comprehension during progression checks. Through reflecting upon practice with my colleague it was discovered that at times, alternative instructions and explanations are required in the classroom to ensure all individuals understand what and why they are learning. To end my investigative process, the last stage of Brookfield's cycle consisted of theoretical based reflection. During this stage a focus of interest was the research in AFL in classrooms. It is pronounced that a vital element of critical reflection is to read a theoretical analysis to allow us to switch out interpretive frames, so we can view a situation differently (Brookfield, 2005). Through this reflective practice I was able to identify the importance in implementing AFL correctly and efficiently. I discovered that learners who are involved within their own assessment essential increases engagement and performance (Towler & Broadfoot, 1992). This literature resonates with that of the new curriculum as Donaldson proclaims that when a learner is given opportunity to take responsibility and participate in their AFL is when progress can be enhanced (Donaldson, 2015). From this reflective process I was able to realise values of AFL that Towler and Broadfoot suggest are vital whilst simultaneously being mindful to the principles that Donaldson illustrates.

Discussion of Research Findings

Upon reflecting on the two lesson studies it was identified that engagement with the progress checks were high amongst all learners in both schools. We found that progress checks resulted in further comprehension of activities amongst the classes. A significant finding was

that progression steps allowed learners to identify the link between tasks and the reasoning as to why they were completing them. During the focus groups we discovered that this enhancement of understanding spurred from learner involvement within the progress assessment. According to Hattie (2008), this increased comprehension of learning comes from the pupil's awareness of their steps on how to achieve progress essentially showing us that a learner involvement is vital in creating effective AFL in the classroom. comments that this effectiveness spurs from the learners' realisation and awareness into how they can progress and achieve further.

We also found that a 'hands-up' approach during teacher-led questioning was preferred to avoid learners feeling pressurised into giving an answer (please see appendix 1). Student wellbeing was at the forefront of our lesson study planning so including 'hands-up' answering was a crucial element of both studies. With this in mind, when evaluating our 'hands-up' approach it was discovered that if the aim of questioning is to identify what students know it makes little sense to select pupils from the volunteered hands because typically volunteers are only amongst learners who are confident in answering (Wiliam, D. 2015). Instead, research shows that teachers should offer learners a wait time during questioning and then proceed with random selection of learners (Wiliam, D. 2015). This way the teacher can check progress amongst a variety of students. However, according to a study a 'no hands-up' approach is a fundamental tool in ensuring all learners are answering teacher-led questions. It allows for both learners and teachers to break down barriers in the classroom and establish trust with one another (Pope, G. 2014).

Another significant finding was the usefulness of teacher-led modelling when questioning students during progress checks. According to Pope (2014) this type of questioning provokes the learners listening skills and essentially develops curiosity into their learning. In addition, participants also commented that they appeared as mini tasks that allowed them to recap on what they have just learnt (see appendix 1). This proved to be effective as according to a study learning that is incorporated in small sections allow for our working memory to obtain more information (Rosenshine, 2012). The language of progress checks was also a significant aspect of discussion during the focus group of lesson study 2. Progress checks were implemented using bloom's Taxonomy and presented to the learners as 'I can explain, I can explore' and 'I can apply.' The use of this Taxonomy teamed with the school's motto of 'I can' motivated the learners to progress even further. Pupils commented that this method acted as a confidence enhancer and encouraged participants to continue with the productivity.

Lastly, our final finding that was discussed as vital was peer social interaction during progression steps. Although learners commented that we should focus on pupils who

volunteer answers in the class, it was suggested that this method allowed for pupils to learn from one another (see appendix 2). From this my partner and I were able to discover that this element of questioning enhanced social interactions amongst peers, avoids teacher-led feedback that is often titled as behaviourist and didactic (Skinner, 1976) causing the cognitive development that is in line with Vygotsky's theory of social constructivism. His theory of 'Zone of Proximal Development' (ZPD) shows that peer interaction during feedback enhances this cognitive development (Vygotsky, 1980). This theory was discovered during Lesson Study 2 where participants had commented on peer-peer learning as a result of progress check questioning. Although the teacher is involved in this social interaction, peer-peer learning allows students to take responsibility which is supported by researchers who argue that for far too long feedback has only been the responsibility of the teacher (Rust et al, 2005). In the same article, it is however acknowledged that teachers are a significant part of effective feedback in ensuring that comments are constructive and ensuring comments go beyond passive information transmission to a participatory process (Rust et al, 2005). It is claimed that assessment must be innovative, and that it needs to not just be teacher led, that peer interaction is also an effective way for learners to progress. This will encourage learners to take a greater responsibility of their own learning and will ultimately enhance progress within the classroom (Donaldson, 2015).

Conclusion

During the lesson study an important method used when collecting data were the semi-structured interviews with observational records. Using observation notes to obtain data allowed us to record qualitative data, an aim that was at the forefront of our research planning. Concise note taking on significant incidents enabled both researchers a sharp insight of both lesson studies and discussions that commenced during the focus groups. However, although short note taking was effective in recording situations, both my partner and I identified how easy it was to record notes that were only beneficial to this research activity rather than noting the full picture. From this, time-consuming issues crept into our lessons and thus I had to complete a second observational sheet to ensure full, accurate records of lesson study 1. In addition, the method of semi-structured interviews helped us yield a variety of kinds of information. This type of interview allowed us to collect statements of the participant's preferences and explore in some depth their motivations and reasoning.

As previously mentioned, there are limitations to methods used in both lesson studies during this research activity. Both my partner and I conducted interviews in the format of focus groups, and whilst this allowed us to gather participants' opinions on the topic of focus, the risk of pupils' opinions becoming heavily influenced by the comments made by fellow

participants is apparent (Manion and Morrison, 2003). It is difficult to identify if this was the case during our research activity due to the little time allocated to conduct each lesson study and interviews, however if the opportunity arose that enabled us to conduct individual interviews with each participant then this would resolve Manion and Morrison's comment that peers can impact each other's thoughts on an issue (2003).

If I did this lesson again I would continue with methods that were mentioned during my reflective section. A significant aspect of this was the hands-up approach during questioning of progression steps. Student wellbeing, as said previously, was at the forefront of all planning, investigating and conduction of this research. When participants commented that the hands-up approach avoided placing pressure upon learners (see appendix 1 and 2) my partner and I knew that this practice was a crucial element that will remain in our teaching in future experiences. Continuing on the with the discussion of repeating this lesson, a significant aspect I have taken away from this activity and will develop in future practice is incidental Welsh skills. Learners responded enormously well to the Welsh language skills in lesson study 2, commenting that they had felt this tool had enhanced this existing skill of the language. Furthermore, participants from lesson study 1, where Welsh was not as prominent, had stated that they would like to see more Welsh implemented in with progress checks.

To conclude, all participants involved in this research activity responded strongly to progress checks and my partner and I were able to identify that these steps were a beneficial and successful replacement of a lesson's traditional learning objectives. We also found that Bloom's Taxonomy, combined with these checks allow learners to feel more involved within their AFL, like mentioned previously, this student involvement is at the forefront of vitality when it comes to Wales' new curriculum.

Recommendations

Participants suggested recommendations on how my partner, and I can develop these progress checks further in future teaching experiences. A common occurrence amongst both focus groups was the suggestion of making progress checks more visually appealing. Pupil 2 from the first lesson study (see appendix 1) commented that when you view a progress check that is bright and bold, it can act as a motivator for pupils. Additionally, the amount of progress checks was a fundamental topic of discussion during the focus groups. Participants, when questioned if they think more or fewer checks should occur within an hour lesson, had stated that a series of three checks were effective enough. Pupil 1, also from lesson study 1 pronounced that having too many can overwhelm students, adding that pupils may 'feel pressure to rush tasks just to achieve that progression step' (see appendix 1). Lastly, a topic of discussion that interested my area of research was the comment on Welsh Language skills

being incorporated naturally but effectively during progress checks. In lesson study 1, Welsh was not used, and Pupil 2 recommends future checks occur in Welsh. Whereas in lesson study 2, Welsh was at the forefront of all progress checks and pupil 2 stated that presenting these steps in English and Welsh helps learners build on existing language skills (see appendix 2).

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