

Does structured group/pair work encourage greater participation in less confident pupils?

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Appendix 1 – Lesson Study 1 Lesson Plan



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APLP
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Lesson Plan Phase 1
Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Joanne Marshall	Class:	7Y
AoLE or Subject	French	Date:	28.1.20
Lesson Focus:	Introducing the 'journey' of languages		
Meaningful links to Curriculum	Exploring links between languages		
Meaningful links to: Cross Curricular Responsibilities	This lesson is part of Freedom Fortnight – four lessons in which the French department is carrying out activities linked to the wider AoLE.		
Personal Targets (Linked to QTS and identified in weekly review) Think about how more pupils can be encouraged to participate.			

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

The pupils will learn to:

- understand that languages evolve and change and are constantly evolving and changing.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Pupils will begin to understand that languages change and the reasons for changes in languages.	Pupils will evidence their understanding through participation in partner, group and whole class questioning and tasks.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	1. Discuss in pairs then feed back what it means to take a journey and what other types of journey there could be? E.g. the journey of a river, the journey of meat from farm to our tables. Then reveal the 3rd question: what do you think of if I say 'the journey of language'? Discuss in pairs and feed back	Pupils discuss the questions posed in pairs and feed back to the class.	ActivStudio slides
Teaching & Core Learning	2. Watch the video about the journey of languages. Pupils answer the 3 questions: 1. How did we end up with so many languages?, 2. What factors influenced how languages changed?, 3. How many languages are there? 3. How many words do you think Shakespeare invented? 422 Point out that Shakespearean English was very different to the English we know now. Pupils 'translate' the old English quotes into modern language. 4. Days of the week match up. Pupils match days in different languages to the	Pupils watch the video about the evolution of languages and answer questions. Pupils guess how many words Shakespeare invented. They then work in pairs to rewrite his quotes in modern English and feed back to the class. Pupils receive cut out days of the week in 7 languages including English, Welsh, French, Spanish, German, Afrikaans and Breton and use	ActiveStudio slides

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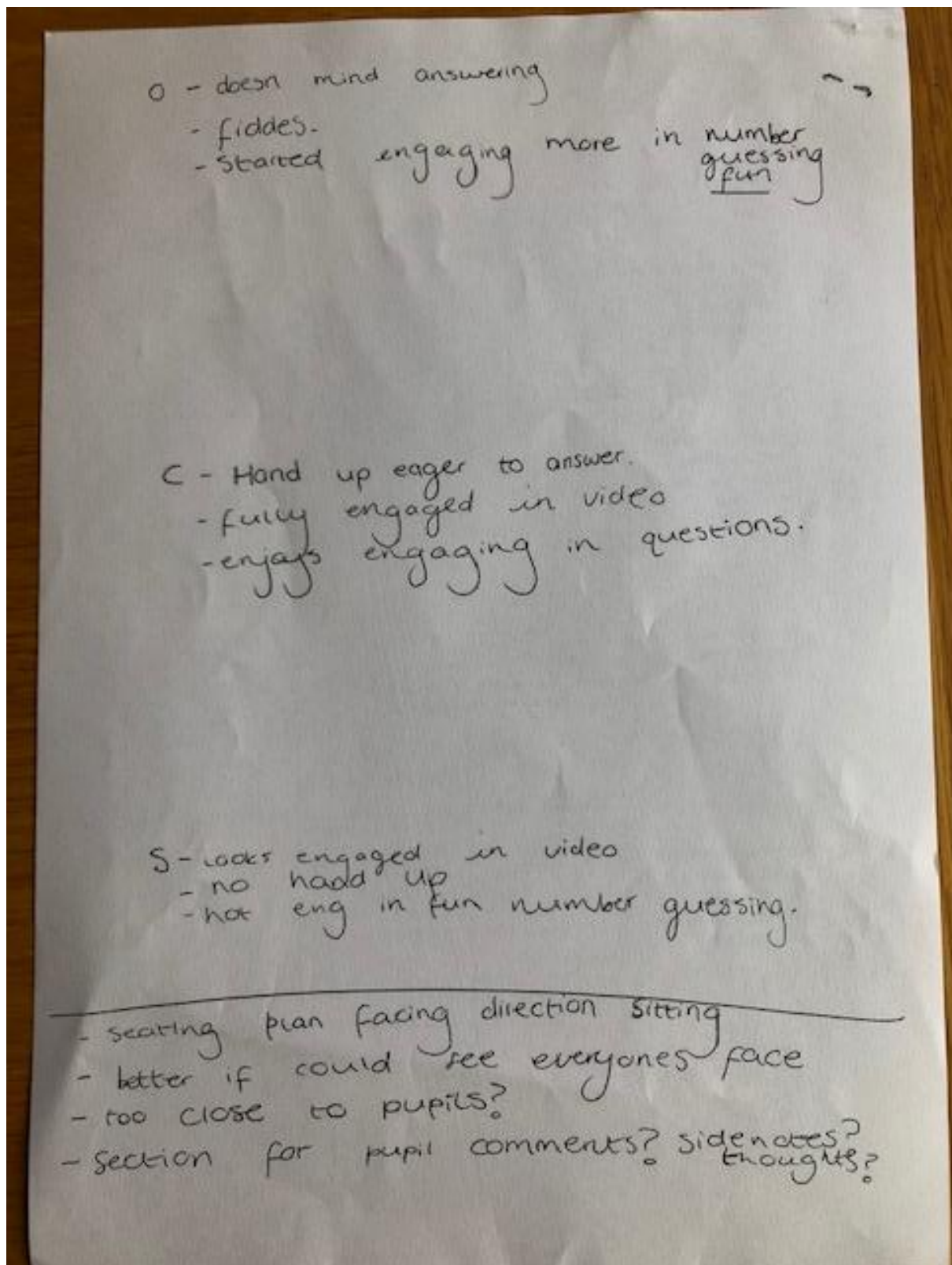
	English. Discuss origins of days of the week.	their knowledge of English, French and German to help them make links and match the days in the new languages.	
Plenary	5. What have you learned today? What does the quote mean? "Every traveller has a home of his own, and he learns to appreciate it more from his wandering." Charles Dickens.	Pupils discuss their ideas about the quote and share with the class.	

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Appendix 2 – Lesson Study 1 Observation Schedule

Section	Child A	Child B	Child C
1 What do you think of if when I say the journey of languages? PAIR	needed pairing ① to start speaking but stopped and didn't engage again I was a beginning	first to engage ⑤ - lots to talk about talked at person who didn't seem to want to talk	① - totally uninterested throughout.
2 What influences do we have on the English language now? PAIR ↑ ended up being a group discussion.	③/1	④/5	② looked engaged but wasn't wanting to answer anything.
3 Read each quote and translate it into modern English. pair	④ stayed engaged then became less engaged ⑤ ③ ① ② ① - father made a mistake	⑤ - stayed fully engaged happy to ask for help.	③ ② ① very quickly disengaged. - mostly. no feedback given. - partner did.
4 Match up the days of the week. What are the similarities/ differences? Why are some similar?	⑤ Took control of class - didn't engage with partner very much - comfortable working solo - talked to partner but partner got bored - all excited to begin task ⑤	③ comfortable taking control - worked well in group. ⑤ forward thinking.	didn't take lead - Initially more engaged ⑤ - enjoyed doing with partner - stayed engaged when partner lost interest - engagement dropped slightly to ④ until encouraged by teacher.

Note: Originally, I had planned four collaborative tasks for this lesson. However, I used the second task question as a whole class discussion. Tasks 1 and 2 were very similar so it did not impact on the study. However, it did result in the subsequent tasks being renumbered: Task 3 here becomes Task 2 in the study, likewise Task 4 becomes Task 3.



The image above shows my research partner's general notes from the observation.

Appendix 3 – Lesson Study 1 Interview Schedule

A. My interview notes

Interview pro-forma

Date: 28/1/20
Group: Y7 French

Question	Pupil A	Pupil B	Pupil C
What did you like about the lesson?	to	Deep or in	diff large + evol.
How do you feel about working in pairs/groups?	e. in group partner - I person may not ease.	Depends Talent easier to group	quicker in p. prefer pairwise.

Question	Pupil A	Pupil B	Pupil C
How did you feel about task 1?	OK	OK talked about our opinions	OK
③ How did you feel about task 2?	hard. can't	int. gave ideas now went back of words here	fun
How did you feel about task 3?	"	could also have in group	better in group
④ How did you feel about task 4?	liked group as part	really cool. liked as group	as pair

Question	Pupil A	Pupil B	Pupil C
Which task did you prefer and why?	← I can understand French & other languages in need is.	anyone else v. noisy	→ fun learning d. do w. in diff articles.
How comfortable did you feel? (If not addressed above.)	ok variation.	ok St. partner class would be and doesn't want to do. repetitive.	ok. very
If we were to do the lesson again, how could we improve the tasks?	time limit race.	"	competitive. "

competition

B. My research partner's interview notes

Interview pro-forma

Date: 28/1/20
Group: Yr 7 French

Question	Pupil A [redacted]	Pupil B [redacted]	Pupil C [redacted]
What did you like about the lesson?	same as Sophie	figuring out days of week finding	learning about languages evoked
How do you feel about working in pairs/groups?	Easier as group Hard if pair doesn't work		depends what we're doing Days of week good because all ideas put together. -prefer pair work

Question	Pupil A	Pupil B	Pupil C
How did you feel about task 1? giving	ok	worked well	ok
2			
How did you feel about task 2? 3	fun	Interesting to compare with partners didn't mind pair but could work in a group	hard
4	fun	really cool okay as pair	I liked this on

Question	Pupil A	Pupil B	Pupil C
Which task did you prefer and why?	days of the week.	days of week	days of the week ↑
How comfortable did you feel? (If not addressed above.)		sometimes hairs - parma doesn't want to do it. - keperative sometimes	felt good already knowing something ↑
If we were to do the lesson again, how could we improve the tasks?	Yes Time limit enjoy competition	✓ competition.	yes fine competition

- leading questions
- sitting position. Questions asking

Appendix 4 – Lesson Study 1 Reflection

Reflection pro-forma (based on Gibbs 1988)

1. Describe what happened	Intended 4 tasks – 3 pair and 1 group. Missed out Task 2 and did as group discussion instead! Tasks 1 and 2 were similar so nothing lost. B was in group. A and C were in pairs again. Many pupils absent meant that I had more resources – should have used fewer resources and all pupils in groups for consistency. All groups/pairs more engaged in last task. Resources – a factor? Something practical to do rather than discussion?
2. Describe your feelings and emotional responses Pupils engaged considerably more when given structure	Pupil A: Reluctant to put up hand unless competition involved (lots of pupils trying to guess how many words Shakespeare made up – group task). Pupil B: Always engaged, always participated. Pupil C: Did task, did not feed back. Needs direct questioning. Last task – stayed on task even when partner disengaged.
3. Consider what was good and bad about pupils' responses	<u>Task 1</u> Pupil A: Less comfortable in discussion task. Partner same so both sat there. Pupil B: First to engage. Lots to talk about. Talked at partner who wasn't bothered. Pupil C: Unengaged throughout. <u>Task 2</u> Pupil A: Started then less engaged. Possibly due to partner's disengagement. Would a group task be better in this case? Pupil B: Fully engaged throughout. Happy to disagree with partner. Pupil C: Disengaged quickly. Let partner do work. Did not put hand up to feed back at all. Task 3

	Pupil A: Took control of task. Didn't engage with partner much – tried to talk but partner not interested. Happy to do it all himself. Group would have been better for him. Pupil B: Taking control of group. Forward thinking. Pupil C: Engaged. Didn't take lead initially but started to enjoy it and took control.
5a. What general conclusions can you draw from the event?	Overall, the structured task was more enjoyable, more engagement. Pupil B enjoyed group work more than pair work – more ideas if partner not engaging.
5b. What specific conclusions can you draw from the experience?	Pupils prefer structured tasks? Practical tasks over discussion?
6. Based on your reflections, what would you do differently in future?	Consider where researcher sits – looked ideal initially (at centre of class with the three pupils behind, to the side and in front). Question asking – leading when no response, asked again in a different way (not the question form on the sheet). Better if person questioning was not writing? Add a box on the sheet for general notes about each pupil. Seating plan was confusing.
Later reflection	

Appendix 5 – Lesson Study 2 Lesson Plan



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Lesson Plan

Student-teacher	Felicity Gardner	Class:	Year 11
ApLE or Subject	Drama	Date:	30/01/2020
Lesson Focus:	Characters – Romeo and Juliet (research lesson)		
Meaningful links to Curriculum	Unit 3 GCSE Drama		
Meaningful links to: Cross Curricular Responsibilities	Oracy Numeracy Literacy		
Personal Targets (Linked to QTS and identified in weekly review) -To include more incidental welsh within lessons -To use focussed questioning to encourage quieter pupils			

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

- To Learn more about individual characters in Romeo and Juliet
- To understand character objectives within scenes

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Pupils will successfully take part in group and pair work and learn more about characters within the play.	Pupils will complete "role on the wall" and the freeze frame task including inner monologue to show understanding of characters motivations within scenes.

1

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Starter (5 Minutes) As pupils enter, ask them to get a chair and sit in one line across the room. If pupils are slow arriving, ask peers to refresh their memories on the theatre spaces looked at last lesson. <i>Take this time to do the register</i> Numbers game to engage and focus the class. To challenge pupils further, after a practice round ask pupils to do the game in Welsh.	Pupils should sit in one line ready to begin the class with a warm up game. Pupils should stay focussed throughout the task with the aim to win the warm up game. Pupils can be challenged further by playing this game in Welsh as this is not their first language.	Board Timer Pencil Case
	(5 Minutes) Ask pupils to turn chairs to whiteboard – ensure they have their pencil case Discuss with pupils what we focussed on last lesson. (Theatre spaces) Moving onto focus on the characters in Romeo and Juliet.	Pupils should engage in discussion about what we did last lesson. Engage in listening to lesson objectives.	

	Highlight Lesson Objectives: - To Learn more about individual characters in Romeo and Juliet - To understand character objectives within scenes (7 Minutes) Watch Recap video of Romeo and Juliet - (Romeo and Juliet summary on youtube)		
Teaching & Core Learning	(1 minute timer) Task 1 (unstructured) Ask pupils in pairs to come up with some facts about each of the characters in Romeo and Juliet (10 minutes) Task 2 (semi-Structured) Role on the wall	Pupils should work in their pairs to complete each task to the best of their ability.	Role on the wall

	Give each pair an A3 sheet and each pair a different character to complete their sheet on. Pupils will talk about their character and show their A3 sheet after 10 minutes. (20 minutes) TASK 3 (Structured) CIRCLE READ THROUGH OF RECOURSE -Split pupils into pairs -each pupil will have a character and be given a highlighted section to focus on -pupils to write down their characters 1 objective for that section -pupils to make freeze frame for the section -pupils to make individual inner monologues for their character in the freeze frame		Script recourse A4 paper to write character objective and inner monologue
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	-pairs join with group, pairs read other half of groups inner monologue while they perform their freeze frame. Watch each group back and discuss the scene and character thoughts/objectives as a class	Engage in group discussion, use direct questioning to ensure pupils are challenged accordingly.	
Plenary	(2 Minutes) Direct Questioning Ask pupils to name a character and their objective within one scene. Go back to lesson objectives	Use tasks from the lesson to come up with 1 character and 1 objective from Romeo and Juliet	

Appendix 6 – Lesson Study 2 Observation Schedule

Observation Notes

Section	Pupil D	Pupil E	Pupil F
General Notes	T2. Ampleford interested T1. in group of 2 sat in middle of group. When in school but lower enthusiasm than T2. did well?	T2. looks to me	T2. didn't notice anything unusual as notes incomplete
Task 1	4 4	5 5 3 telling	5 4 3 listening
Task 2	5 5 5 5 5 greeting, sitting, quiet, sitting, sitting 5 4 3 still sitting, quiet, sitting, quiet, sitting	4 4 3 4 greeting, sitting, quiet, sitting, sitting 3-4 quiet, sitting, sitting, sitting, sitting	3 4 3 4 4 greeting, sitting, quiet, sitting, sitting 4 5 4 greeting, sitting, sitting, sitting, sitting

Task 3

preparing to go
book to read - sp. 11
book to read - sp. 11
book to read - sp. 11

spoke first
seemed comfortable
towards teacher but
11-12 group

patient talk here - p 11
spoke well
answered T2's question
had opinion + had to explain
in answer
seems comfortable speaking
nearly all time also
Barnaby

4 5
greeting, sitting, sitting
F sitting

book kept in front of face

5 5
sitting, sitting

5 5 5
greeting, sitting, sitting

shared objective p 11

5 5
greeting, sitting

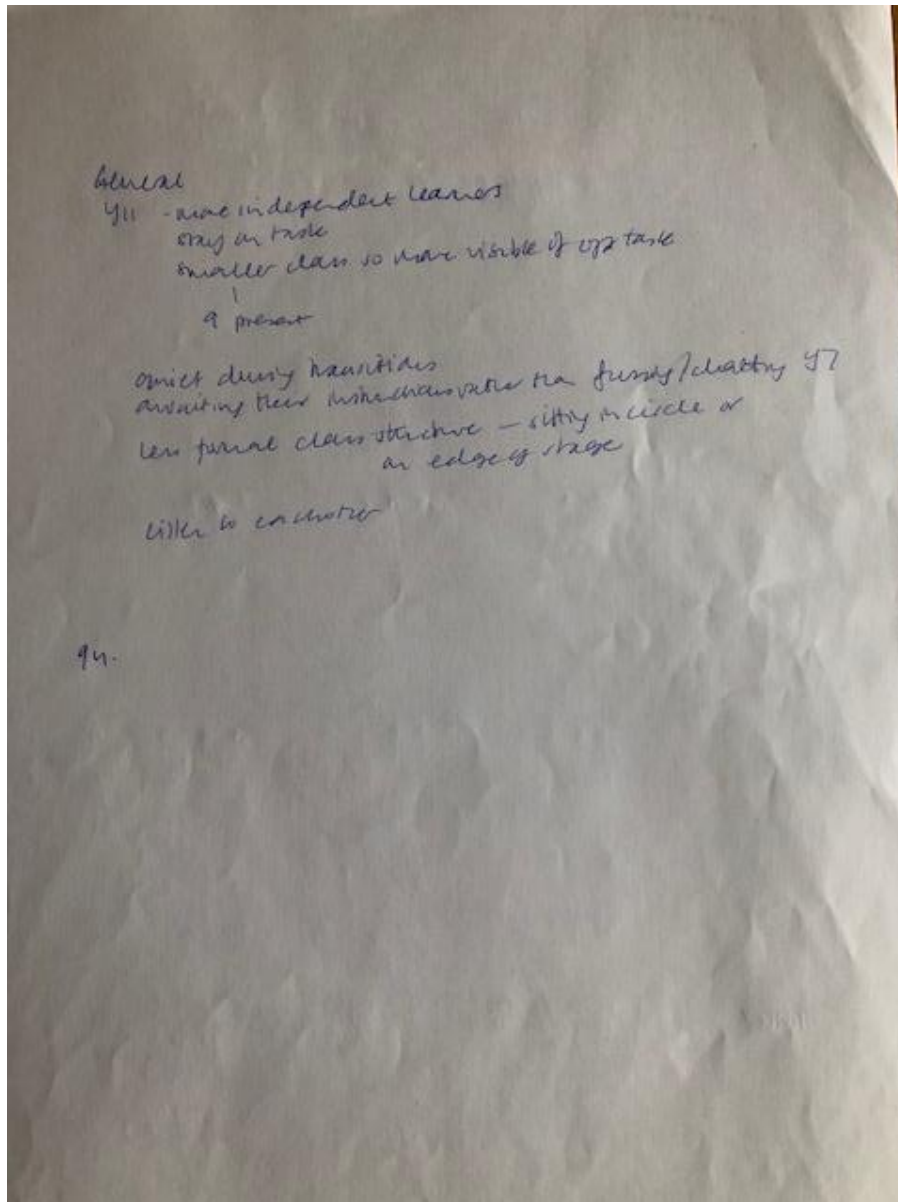
5 5
greeting, sitting

5 5
greeting, sitting

5 5
greeting, sitting

5 5
greeting, sitting

5 5
greeting, sitting



The image above shows my general observations on the pupils.

Appendix 7 – Lesson Study 2 Interview Schedule

Interview pro-forma

Date: 30 Jan 2020

Group: Drama year 11

Question	Pupil A	Pupil B	Pupil C
What did you like about the lesson?	Liked Got to present what we learnt and share with class Fave: Role on wall	Liked working with different people Fave: freeze frames	Liked role on wall and freeze frame Went into more depth than we would have just reading it
How do you feel about working in pairs/groups?	Like Other people's opinions and then get to share	Good for building confidence Working with people you don't usually work with More ideas	More confident Get more ideas Can make the scene more easily within a group
Prefer groupwork or pair work?	Don't mind	Don't mind	Don't mind
Question	Pupil A	Pupil B	Pupil C
How did you feel about task 1?	Liked it Things you may have forgotten or didn't take note of – partner jogs memory	Jogs memory	Good recapping task Really nice summary
How did you feel about task 2?	Liked it Good knowing about characters but nice to put our thoughts – can be creative/think about character's motives/objectives	Liked it Can make the character who you think they are	Really beneficial Can go into more depth Justifying opinions?
How did you feel about task 3?	Liked it	Lets your imagination go wild	Really good

Highlight positive and negatives	I like performing and acting things in front of the class Makes us more confident have to think about task + inner thought - Speed/rushing	+ working with people I don't usually work with - not having enough time	Makes you more creative Have to think off the top of your head Not having much time is good for exams to get ideas more quickly +/- don't know
Question	Pupil A	Pupil B	Pupil C
Which task did you prefer and why?	Role on the wall Like to work in pairs – share ideas/get ideas you wouldn't have yourself Liked presenting it – gives confidence in your own ideas	Freeze frame You get to put the scene the way you want it to be	Role on the wall Extensive detail on characters and being able to have feedback from peers liked
How comfortable did you feel? (If not addressed above.)	comfortable	comfortable	comfortable
If we were to do the lesson again, how could we improve the tasks? F: More structured scenes? F: Would it help to have a description of scenes in front of you?	Bigger scenes Yes Yes	- Agreed Agreed	- Agreed Agreed

Appendix 8 – Lesson Study 2 Reflection

Reflection pro-forma (based on Gibbs 1988)

1. Describe what happened	we engaged, motivated, keen to learn and from each other dealt well with unstructured and unstructured tasks. - 2 preferred low (~~structured~~ structured) free frame (")	
2. Describe your feelings and emotional responses <i>all involved</i> <i>Engage to get involved + present ideas and feedback</i> <i>not engaged 2/3</i>	<u>Task 1</u> Pupil B: 4 4 in a 3. unstructured? not well? Pupil B: 5 5 3 Pupil E: 5 4 3 <u>Task 2</u> Pupil A: 5 5 5 5 5 4 5 Pupil B: 4 4 3 4 3 4 4 Pupil E: 3 4 3 4 4 4 5 4	<u>Task 3</u> D 4 5 5 5 5 E 5 5 5 5 5 5 F 5 5 5 5 5 5 <i>less structured than + unstructured but group engaged and did well.</i> <i>tasks are also group dependent</i>

3. Consider what was good and bad about pupils' responses	<u>Task 3</u> <u>Task 1</u> Pupil A: Pupil B: Pupil C: <u>Task 2</u> Pupil A: Pupil B: Pupil C:
5a. What general conclusions can you draw from the event?	Y11 v Yr 7 focus, expectations, motivation, independence overall pupils enjoyed structured tasks more relationship better with smaller class build rapport. chosen subject (interested) trust/comfortable with each other "safe group"

all positive
 (?) did when thinking / task done?
 independent learners
 all stayed on task made any task work
 ↑ motivation.

gap in confidence smaller for Y11 than Yr 7

5b. What specific conclusions can you draw from the experience?	Overall all pupils enjoyed structured tasks more and participation was greater. concluding - all pupils not just the confident. ↓
6. Based on your reflections, what would you do differently in future?	maybe split same year group? or less gap difference in subjects maybe option to walk around - positioning more targeted questioning. are you comfortable for - rewrite.
Later reflection (relating to previous literature read)	