

Research Lesson (RL1) Data:

A) Observational Guide ('AA'):

Lesson-study.
Observation Data.

Q: How do specific types of differentiation affect learner engagement and performance? and to what extent?

Observer is to focus on gathering data for the following variables:
a) 'learner engagement' and
b) 'performance'.

Descriptions of 'learner engagement' variables:

Variables:	Behaviour	Oral Contributions	Written work produced	Frequency of Qs asked
Key Questions:	1. Does student behaviour and body language indicate a positive attitude towards learning and focus on the set tasks?	2. Did students contribute answers and shares ideas in discussions?	3. What is the quality of student work?	4. How many times does the student ask questions during whole-class/ independent writing time?
	5. Did students display positive body language? 6. Did students listen to and honour class rules and expectations such as 'hands up' and 'silent work'?	7. Did students contribute voluntarily or involuntarily? 8. Were students able to agree/ disagree with other students points?	9. Did students take care with the presentation of their work, using pencil/ ruler and handwriting on the lines?	10. Does the student seek clarity?

displayed + observed.

Lesson-study.
Observation Data.

Lesson-study.
Observation Data.

Scale Key:
'Indicator of Engagement'

Very Weak- Weak	Moderate	Good	Excellent
- Disruptive behaviour/ not obeying class rules. - No-limited oral contributions given. - No-minimal focus on task/ incomplete work.	- Respect of class rules. - Some oral answers provided when questioned. - Focus on task. - Attempt to complete work satisfactorily.	- Firm obedience & respect of rules. - Some voluntary answers given. - Interest/ sustained focus on task. - Completed work with care & attention.	- Exemplar behaviour. - Consistent Engagement in discussion & responding to peer ideas. - Immense interest & focus on task. - Exemplar written work.

Descriptions of 'learner performance' variables:

Variables	Quality of oral contributions	Grade of written work	Time frame
Key questions:	1 • Did students articulate/ verbalise their thoughts and ideas to the rest of the class?	2 • Following the success criteria, what is the quality of the work produced?	3 • How long were students able to focus for?

Lesson-study.
Observation Data.

	4 • Did they use standard English to express their answers and points?	5 • Have students understood and applied the brief/ task requirements?	6 • Were students distracted during the lesson?
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Scale Key:

'Indicator for performance'

Very/ Weak	Moderate	Good	Excellent
- No/ minimal oral contributions made (voluntarily or when asked). - Near absent work/ limited work completed. (unsatisfactory) - Very hesitant and delayed approach to completing	- Limited oral contributions made. Some made when prompted by the teacher. Sometimes unrelated to the question asked. - Satisfactory work produced. Some effort displayed to	- Regular oral contributions made. More vocal when prompted, however some volunteering and expansion of ideas. - Commendable work produced. Obvious Effort to	- Frequent oral contributions. Keen to volunteer ideas at every opportunity. Sound development of ideas. - Exceptional work produced (attention to presentation &

Lesson-study.
Observation Data.

work in set time periods.	follow instructions. • Attempt to complete work in set time periods. Some unfinished work.	follow instructions. • Completion of work set in designated time.	application of success criteria). • All work completed in provided time period to a high level.
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Success criteria
Scaffolding
Qs. (level)
modelling
Scaling plan.
extension tasks.
1:1 monitoring +
circulation.

Lesson-study.
Observation Data.

'Indicators of engagement' data:

To be completed by Observer for each student:

S1: (S.A.) - look at seating plan to see where sit

Scale/ Variables:	Very Weak/Weak	Moderate	Good	Excellent
Behaviour	X	X	X	✓
Oral Contributions	✓	X	X	
Written work produced	X	X	✓	X
Frequency of requested clarification Q: • Observer to INPUT NUMBERS:	0.			

S2: F.C.

Scale/ Variables:	Very Weak/Weak	Moderate	Good	Excellent
Behaviour	X	X	X	✓
Oral Contributions	✓		X	X
Written work produced	X	✓	X	X
Frequency of requested clarification Q: • Observer to INPUT NUMBERS:	0			

Lesson study.
Observation Data.

S3:

Student
3 to
be
completed:
A

Scale/Variables	Very Weak/Weak	Moderate	Good	Excellent
Behaviour	X	X	✓	✓
Oral Contributions	X	✓	X	X
Written work produced	X	✓	X	✓
Frequency of requested clarification Q: • Observer to INPUT NUMBERS:	0. (No clarification) 1 - during transition time.	X	X	X

Extra pupil data:

• Extra pupils will include those who are the most vocal in terms of questioning (as the previous pupils were quite quiet.)

Pupil #	Data (engagement).			
Pupil 4:	VW	M	G	E
Behaviour	X	X	X	✓
Oral c	✓	X	X	
Written work	X	X	X	✓
Clarification	1	X	X	1

Lesson-study,
Observation Data.

'Indicators of performance' data:

To be completed by Observer for **each student**:

S1:

Scale/ Variables	Very Weak/ Weak	Moderate	Good	Excellent
Quality of Oral Contributions	✓	X	X	X
Quality of written work produced (described in success criteria)	X	X	✓	X
Time frame that work was completed in: Observer: record data in minutes	30 minutes			

S2: F. E

Scale/ Variables	Very Weak/ Weak	Moderate	Good	Excellent
Quality of Oral Contributions	✓	X	X	X
Quality of written work produced (described in success criteria)	X	✓ → letter	X → poster	X

in doing research
on goals? (student lea
the next class)
research to
about the
project

Lesson-study.
 Observation Data.

Time frame that work was completed in: Observer: record data in minutes	30.			
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S3:

Please add for student

Scale/ Variables	Very Weak/ Weak	Moderate	Good	Excellent
Quality of Oral Contributions	✓	X	X	X
Quality of written work produced (described in success criteria)	X	✓ letter	X poster	X
Time frame that work was completed in: Observer: record data in minutes.	30 minutes.	X	X	X

Lesson-study.
Observation Data.

Additional pupil data?

Pupil 4	Data (performance.)			
Pupil 4	VW	M	G	E
Oral c.	✓	X	X	X
Quality of work	X	X ✓ letter,	X	✓ poster
Time frame	30 minutes.			

B) Observer's supporting narrative notes ('AB'):

The teacher then asks the students how they feel that classroom noise level impacts their learning. The students and teacher then agree that a volume level in terms of the teacher saying "turn the volume down to a level 3" might help you manage classroom volume.

General comments on the impact of differentiation on the focus group students:

- The teacher circulated the room and spoke to the students individually whilst conducting Assessment for Learning (AfL) and checking the pupils' work (during both the poster and letter writing activity.)
- During the poster activity, the teacher displayed a success-criteria for the pupils reminding them of the information required within their posters. The students have confirmed that the success criteria was beneficial to each of them in question 7.
- After the video clip activity, the teacher conducted a classroom discussion on the video's content in order to check for general understanding and remove potential misconceptions for those who potentially had greater difficulty in grasping the given information. For instance the teacher reclarified
- The teacher asked the class if they had "any questions" surrounding the letter writing activity for the purpose of clarification.
- The teacher restated the purpose of the letter writing task throughout the lesson, placing emphasis on the content and structure required within the letter in front of the whole class. This reaffirmed the purpose of the task for those who were already aware and clarified it for those who were not. Thus, the teacher further conducted differentiation at this point.
- During the poster activity, the teacher selected the posters of two pupils and displayed them to the class. The teacher also pointed out the features that both students had successfully included in their posters. The posters displayed had been taken from Student 1 and 2 .

Observer's interpretation of pupil performance in terms of written work produced:

In terms of the pupil's work, the pupil at the back left (from the observer's perspective) had produced a high-quality poster and had utilised the success criteria successfully. The two pupils in the back row to the right had done the same. The pupil at the front appeared to have produced a poster containing slightly less information. However, the pupil may have added more as the lesson continued.

C) RL 1 Focus-group responses ('AC'):

Focus Group Questions: Student Responses

1. What part of the lesson did you find the most challenging and why?

S1: not sure.

3

S2: Start of letter writing. Didn't know how to start.

S3: didn't know how to start, but then did when example had been explained.

S4: nothing challenging. easy was poster.

2. What task do you feel you participated well in and why?

S1: poster. Feels confident with drawing.

S2: poster. All facts from in book.

poster. All in exercise book.

S3: poster: using own ideas.

Focus Group Questions: Student Responses

3. Which questions do you think you answered best and why?

S1: NA

S2: ^{poster} working as a team - show speaking about key ideas.

S3: NA.

S4: working as partners showing ideas when doing poster.

4. How did you tackle the start of the letter? Please explain your answer.

S1: misunderstanding - thought we needed to copy the main part + change some words.
changed some vocabulary.

S2: Copied 'have you heard the news'. Some ideas taken from second sentence to change words.

S3: was it she has to start, but after example understood clearly. (SI agreed).

S4: only copied 1st sentence, was able to use own ideas re: cycle -

Focus Group Questions: Student Responses

5. If you could change any part of the lesson, what would you change and why?

Re-phrased question: what activity would you want to remove?

- al/ees
- S1: more drawing activities + tasks. use of colours + pens. Draw a diagram of the Titanic before it sank when it was about to set sail.
- S2: reduce reading time at start of lesson, more mid-map + poster activities. Infographics
- S3: more trips to library. (for independent reading time). more group + partner Team work. Posters.

S4: more poster work. Before new topics take notes to test own knowledge.

6. Do you think the tasks chosen were a suitable level of challenge?
Can you explain the reasons for your answers?

S1: little bit. Wasn't sure initially with letter, but example helped.

S2: writing, was hard before example. decided to write to member of class.

head-
start

S3: poster easier task than letter, but after e.g. was easier.

S4: same.

Focus Group Questions: Student Responses

7. Do you think the success criteria on the power-point motivated your effort in the task?

Follow-up/ prompt: Did you want to achieve a particular level? If so, what?

S1: yes it helped a lot. otherwise I wouldn't know what to write. I could look @ test paper & know what to write.

S2: looked at it a few times - forgot to add key information.

S3: forgot initially, but then checked.

S4: helped me understand what to do more. Needed a reminder of bullet points.

8. Using a scale of 1-4, with 4 being the hardest, how difficult did you find _____ task and question _____?

S1: poster (2)

letter (3)

S2: P (1)

L (2-3)

S3: P (1)

L (3)

S4: P (1)

L (2-3)

how can this be made easier?
- repeat example
- leave gaps for key words to be in own words.
- spaces to enter words from example.
- more highlighting.
- share ideas.

Focus Group Questions: Student Responses

9. Which task do you feel you participated well in and why?

S1:

S2:

S3:

10. How do you think the teacher could have made the lesson *more* enjoyable?

S1: not sure. As already enjoyable.
Sinking of the titanic clips.

S2: watching clips
sinking clip.

S3: watch a film + write key facts.
finish movie.

S4: Finish the movie + more activities.

D) Observer's typed version of focus-group 1 responses ('AD'):

1. What part of the lesson did you find most challenging and why?

S1 "Not sure."

S2 "The beginning."

S3 Student three finds "nothing" challenging and expressing that they felt the tasks was relatively "easy" throughout.

S4 The student's reply cannot not be heard.

2. What tasks do you feel you participated well in and why?

S1 "The poster." The student explains that they are a "confident" drawer.

S2 "The poster." The student explains that having facts surrounding the topic noted in their books helped them to incorporate information into their poster more easily.

S3 "The poster because we were using our own ideas."

S4 The student agrees with the above point made by Student 3.

3. Which questions do you feel you answered best and why?

S1 The student says that they are "not sure" about a specific question that they answered best.

S2 The student replies that they responded best to questions that involved "working as a team."

S3 Student 3 agrees with the above comment made by Student 2.

S4 The student's reply cannot not be heard.

4. How did you tackle _____? Please explain your answer.

S1 The student explains that they were "unsure" of the purpose of the task properly "at first".

S2 The student explains that they used the scaffolded paragraph to assist them with the letter writing task and then "changed the wording" in order to make the work their own.

S3 The student's reply cannot not be heard.

S4 Initially the student explains that she was unsure of the task but with further clarification from the teacher was able to "think of" her "own ideas."

5. If you could change any part of the lesson, what would you change and why?

Rephrased question: What activity would you want to remove?

S1 Student one requests that “more drawing activities” are added. He also suggests that before creating a poster of a sinking Titanic that the class draw the ship “setting sail.”

S2 The student requests “less reading time” at the beginning of the lesson.

S3 The student suggests that the first task within each lesson should contain questions about “things we already know.”

S4 The student requests “more group work” and “going to the library more” for more independent reading opportunities.

6. Do you think the tasks were a suitable level of challenge? Can you explain the reasons for your answer?

S1 “Sometimes.” The student further explains that they found the letter writing task more challenging and felt uncertain on how to form his written response.

S2 “The letter” was challenging.

S3 The tasks were “all okay.”

S4 The activities were “all okay.” However, the student explains that the poster activity was “the easiest.” They then add that during the written activity model paragraph also “helped” them to write their letter.

7. Do you think the success criteria motivated your effort during the task?

S1 “Yes.”

S2 “Yes, it showed us what we needed to add more of.”

S3 “Yes.” The student also explains that the success criteria “reminded” them of the information that they needed to add to their posters.

S4 “Yes, it was helpful.”

8. Using a scale of 1-4, with 4 being the hardest, how difficult did you find _____ task and _____ question?

S1 Poster activity 1. Letter activity 3.

S2 Poster activity 1. Letter activity 2.

S3 Poster activity 1. Letter activity 3.

S4 Poster activity 1. Letter activity 4.

9. Which task did you feel you participated well in and why?

S1 “The poster because I like drawing.”

S2 "The poster."

S3 "The poster"

S4 "The poster" *(Each student has explained their answer to this question previously, see question 2.)*

10. How do you think the teacher could have made the lesson more enjoyable?

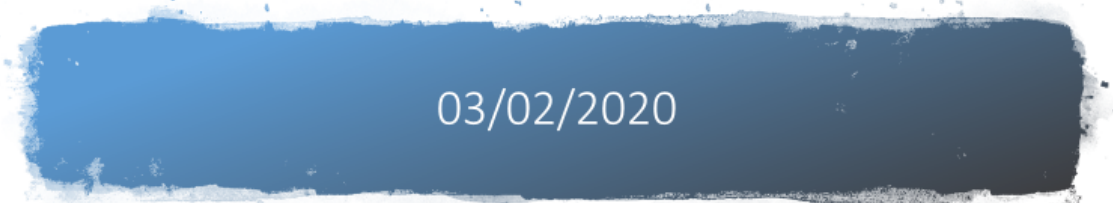
S1 The student explains that they are "not sure" as they found the lesson "enjoyable."

S2 The student requests that the teacher "highlight the key information" in the model paragraph.

S3 The student would like more "pair work" incorporated so that they were able to share ideas with "the person next to us."

S4 The student would like more scaffolded paragraphs with "gaps" so that they were able to fill their own answers in with the support of the scaffold.

E) Lesson content extracted from power-point ('AE'):



03/02/2020

Learning Objectives:

1. To use knowledge and understanding about the sinking of the Titanic to design your own front-cover.

2. To complete a newspaper front- cover **telling the public** that the Titanic has sunk.

Post reading
assessment:
creative
activity

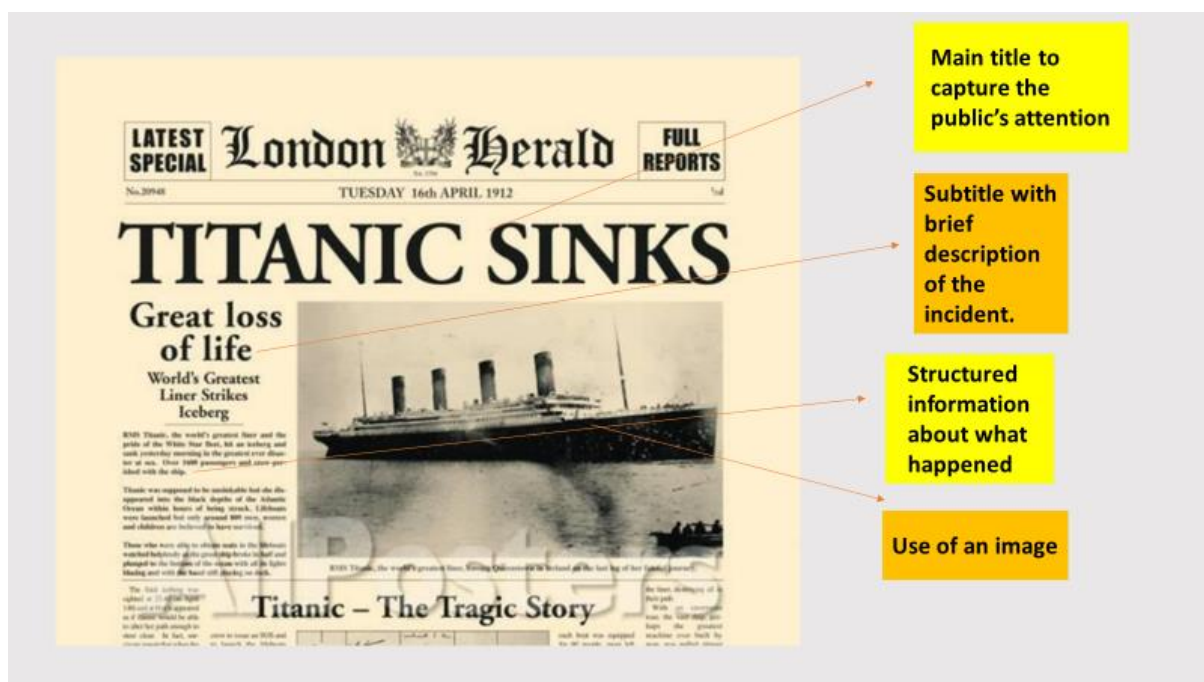
**Imagine you are a journalist
for a newspaper in 1912.
You have just discovered
that the Titanic has sunk.
Create a front- page of a
newspaper to communicate
the news to the public**

Memories of the Titanic sinking from a
survivor...



[Watch this video from a
previous survivor called Eva
Hart who was 7 years old
when she survived the crash.](#)

<https://www.youtube.com/watch?v=TY-28Jn8yxc>





Your poster- style front page should include:

- **Images.** For example, of the Titanic sinking.
- **Colour.** For example, on your drawing of the ship and your headings.
- **Key information.** For example, facts/ statistics about the number of deaths. (L5)
- **Bullet points** giving concise information about the crash. (L5)
- **A catchy heading** that will get people's attention
- Your name as the author at the bottom.

Newspaper
poster success
criteria
checklist:

Have you used:

- **Images?** For example, of the Titanic sinking.
- **Colour?** For example, on your drawing of the ship and your headings.
- **Key information?** For example, facts/ statistics about the number of deaths.
- **Bullet points?** giving concise information about the crash.
- **A catchy heading?** that will get people's attention
- Your name as the author at the bottom?

EXTENSION QUESTION:

Imagine you were lucky enough to survive the Titanic, because you managed to get on a lifeboat.

Write a letter to a close friend/ family member to explain your experience on the Titanic and what it was like when it was sinking. You should aim to write one page.

You should communicate your:

- **thoughts & feelings** (Did anyone close to you lose their life?)
- What has happened to you since the crash?
- How you plan to move on from the experience?

*** Remember capital letters, full stops & paragraphs!**

EXAMPLE: LETTER FORMAT

Remember you are writing to a friend/ family member, so **be honest with your emotions and thoughts.**

The address of the receiver.

Your address with postcode:
e.g.
32 Widow Street
Rubina
Cardiff
CF30 6PU.

Salutation:
e.g.
Dear Mother...
Dear Frances..
Dear Charles..



Gregory Donaldson
Manager
207 Widow Street, Suite 100
New York, NY 10010
December 9, 2020

Claire Cleaver
Salesperson Ltd
20 Green St., Suite 10
London, UK 10010

Dear Ms. Cleaver:

The first shipment of equipment from Salesperson Ltd has arrived. We are delighted with everything. Therefore, we decided to make our initial purchase larger than anticipated. I am attaching our purchase order No. 0000 for additional goods totaling list price \$700,000.

Since you already have a copy of our Procurement Guidelines, I shall not attach them to this order. As before, we will attach a letter of credit. Please inform me of shipping dates.

Sincerely,
G. Donaldson
Gregory Donaldson,
Chief Procurement Officer

Enclosure: Purchase Order No. 0000

Savvy Business Correspondence.com

Letter opening example:

Dear Charlotte,

Have you heard the news? The Titanic has sunk! As you know, we were on our way to New York, but something **unexpected** and **terrible** happened. We hit an iceberg! It was horrendous. **Terrifying**. I'm currently on board a rescue boat to America. I'm not sure what awaits me, all I know is that **I was one of the lucky ones.**

Example continued...

We still don't know all of the details, but what is clear is that the iceberg hit us at such force that it ripped open the bottom of the boat. Water rushed through the lower decks first, and then before we knew it, the nose of the boat was in the ocean!

Oh, to picture that scene again! People were screaming, panicking and rushing about the ship, pleading with members of the crew for them to be saved!

Letter Assessment Success Criteria:

WWW	EBI
You have communicated your thoughts and feelings.	You used a variety of persuasive techniques.
You have engaged directly with your reader (friend/ family).	You engage directly with your reader, by using their name or 'you'.
You have described what it was like when the Titanic was sinking.	You explain your experience in greater depth.
You have formed accurate sentences remembering full stops & capital letters.	You remember to include full stops at the end of the sentence.
You have written well organised paragraphs.	You include capital letters for each name in your next paragraphs.
You have templated your letter using addresses etc	You format your letter using addresses.

RL2 Data:

F) Observational Guide ('AF'):

Lesson-study.
Observation Data.

'Indicators of engagement' data:

To be completed by Observer for each student:

S1: 2

Scale/ Variables:	Very Weak/Weak	Moderate	Good	Excellent
Behaviour			✓	
Oral Contributions	✓ start		✓	
Written work produced			✓	
Frequency of requested clarification Q: • Observer to INPUT NUMBERS:			1 (re interview) no as asked during story	

Some loss of end of focus @ lesson.
when Vol increased to load the case for animal at this stage.

S2: A

Scale/ Variables:	Very Weak/Weak	Moderate	Good	Excellent
Behaviour			✓	
Oral Contributions	✓ start			
Written work produced			✓	
Frequency of requested clarification Q: • Observer to INPUT NUMBERS:			1 (per) no as asked after story	

clarity as main text.

Lesson-study.
Observation Data.

Time frame that work was completed in: Observer: record data in minutes		8 mins		
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Some had written full paragraphs in 5 mins.

S3: n

Scale/ Variables	Very Weak/ Weak	Moderate	Good	Excellent
Quality of Oral Contributions	X			
Quality of written work produced (described in success criteria)		✓		
Time frame that work was completed in: Observer: record data in minutes.		8 mins		

no points / as communicated / answered.

Use of ' for example' + direct reference to Q.
- not as quick as others, however some authority displayed.

Lesson-study.
Observation Data.

'Indicators of performance' data:

To be completed by Observer for each student:

S1: Z

Scale/ Variables	Very Weak/ Weak	Moderate	Good	Excellent
Quality of Oral Contributions			✓	
Quality of written work produced (described in success criteria)		✓		
Time frame that work was completed in: Observer: record data in minutes		8 mins		

11:20
Start
(Main)

Good pronunciation.

used sentence
example -
some independence.

case against animal rights -
morally expression
negotiation

S2: A

Scale/ Variables	Very Weak/ Weak	Moderate	Good	Excellent
Quality of Oral Contributions		(when asked) ✓	✓	
Quality of written work produced (described in success criteria)		(support needed) ✓		

re-read read.

not-Start
Qs.

- prompts
struggled
to give answer
but support
given.

Lesson-study.

Observation Data.

S3: W

Some slight distractibility.

Scale/ Variables	Very Weak/Weak	Moderate	Good	Excellent
Behaviour			✓	
Oral Contributions	✓ <i>start.</i>			
Written work produced		✓		
Frequency of requested clarification Q: • Observer to INPUT NUMBERS:			<i>no ans asked after started.</i>	

G) Observer's narrative field-notes ('AG'):

- rights.
- Animals don't think
- Animals are not really conscious
- Animals were put on earth to serve human beings
- Animals don't have souls

Lesson-study.
Observation Data.

work in set time periods.	follow instructions. • Attempt to complete work in set time periods. Some unfinished work.	follow instructions. • Completion of work set in designated time.	application of success criteria). • All work completed in provided time period to a high level.
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General observation comments

AP | BP displayed on different sides of the board. * early awards of AP (praise)

① independent reading (silent) class. silent reading displayed on pp. * use of timer *

- distribution of exercise books + 'animal-rights' debate sheet
- clarity + firmness.
- obedient class
- standing at front
- consent from A. no more form

② Intro phase: date / title (NOB in exercise book) 3 mins?

Simplified NOB.

10 sec count-down (to finish)

③ Starter: sequence Q types for discussion. no need to write Q.

independent reading from board.

→ discussion on starter. (use of names).
'why is that a hard Q?'

on Data.

rs of performance' data:
pleted by Observer for

ables	Very Weak/Weak	
Oral		
is		
1)		
it		
1		

Very Weak/Weak

Differentiation

1:1
Support

Oral
Share of
answers:

④

Main

Euthanasia debate

- discussion led

Key Q: 'Do animals have a right to life?'
(morally relevant: (Vocab).

oral explanation / instruction.

- vocab checked (to assess verbal reasoning) but also explain meanings of all students.

Teacher supports students whilst they reading piece.

- CC with cholesterol levels link.

⑤

AFL:

Summary

(assessing main task)

(oral discussion) → relay reasons.

short paragraph to summarise 2 arguments for + against.

scaffolded provided

(sentence starter)

- underlining / hand font.

- teacher asks specific students if they are clear on task?

⑥

- technical accuracy.
- challenge + improve.

- * explains student's answers for the class *

⑦

extended discussion based on whole-class reading + discussion of animal rights.

Lesson Study:
Observation Data.

S3: H

Scale/Variables
No. of
tributions
work produc
cy of request
ion Q:
server to
PUT NUMB



⑥

Discussion

(in pairs)

decided
or
optional?

- use of notes for support.
- student choice / opinions.
 - opportunity to express point of view.

AFL : Success:

articulation of student ideas from think-
pair-share.

Qs

— to deepen student understanding
answers.

H) Focus-group responses ('AH'):

Focus Group Questions: Student Responses

easy observed
lesson 812

1. What part of the lesson did you find the most challenging and why?

2 S1: paragraph was kinda easy because we had notes
gd only as we could speak in pairs.

1 (S2): Article easy to understand. At first, but after help
was easy.

S3: I found the sentence starters helpful. I found group
discussion easy as we had pointers.

2. What task do you feel you participated well in and why?

S1: For + against because of the notes
available.

S2: writing the paragraph, because I knew what I
was going to write + had a good understanding

S3: For + against paragraph.

Focus Group Questions: Student Responses

Focus Group Questions: Student Responses

3. Which questions do you think you answered best and why?

Z S1: I think I did better in the group discussion over the tonight to life. I felt I answered as better as a group.

S2: Paragraph writing. I don't think I participated well in the discussion as I felt a bit shy. The part when I was telling my partner helped me speak in the group.

H S3: I think I did better on my own with my partner.

4. How did you tackle paragraph writing? Please explain your answer.

S1: I started with the positives first.

S2: I looked at examples in the article and picked 2 points from each side that I found best. I used the sentence starters. More tricky without the sentence starters on the board.

S3: you know on the article. I went to the article good & bad sections and used your sentence starter. I started with against because it was easier.

Did you...

red (rel...
experience...
improved (revise the lesson for the next class...
experience) we need to modify our research...

Focus Group Questions: Student Responses

5. If you could change any part of the lesson, what would you change and why?

Re-phrased question: what activity would you want to remove?

S1: I would change the starter so it was harder, by adding more. Maybe adding more as

S2: I liked writing the paragraph. I liked the discussion in a group. I think it's easier to share ideas. Remove partner work.

M S3: I would change the starter so it was harder as we had already done it before.

6. Do you think the tasks chosen were a suitable level of challenge?
Can you explain the reasons for your answers?

M S1: I could have done the paragraph on my own.

S2: The paragraph was easy as I used sentence starters. Group discussion was challenging as I had to think under pressure.

S3: The paragraph was too easy as we had everything done for us.

Focus Group Questions: Student n

Focus Group Questions: Student Responses

7. Do you think the success criteria on the power-point motivated your effort in the task?
Follow-up/ prompt: Did you want to achieve a particular level? If so, what?

S1: I don't think it helped as it was too easy.

S2: Sentence starters helped.

S3: Sentence starters helped me.

Starter
8. Using a scale of 1-4, with 4 being the hardest, how difficult did you find _____ task and question _____?

S1: Starter ① paragraph ② GD ①

S2: ② OK paragraph ①

discussion ③

S3: Starter ① paragraph 1.5 GD ①

Focus Group Questions; Student Responses

9. Which task do you feel you participated well in and why?

S1: ^{pre-group}
~~group~~ discussion partner work.

S2:

S3: Amide.

10. How do you think the teacher could have made the lesson more enjoyable?

S1: more partner work with friends.

S2: more videos. Better understanding and easier to watch + focus. I like writing tasks in general, more extended writing tasks such as creative writing.

S3: moment to swap books + read each others work. longer articles. I read 1 paragraph.

did you have an opinion on animals rights?

S2: List of all we ^{had} different views but we could see both sides

10. who did you prefer to read to
while me or the group?

S1: us. more confidence.

S2: prefers miss to read. Boys are too quiet.
Miss can explain as she reads.

S3: us to read down it on self, some worry about
mispronouncing certain words.

AK:

S1:

S3: we should stop as animals don't kill us -
they did today had to us.
only dangerous animals - not necessary
with small
chickens.

P. 6 Continue

Z - mid

A - low

M - Higher

I) **Animal Rights Extract ('AI')**

812

Onsaverd lesson.

06/02/2020

The case for animal rights

The case for animal rights

The case for animal rights is usually derived from the case for human rights.

The argument goes like this:

- Some individuals argue that humans are a form of advanced animal. So, 'human animals' have rights
- There is no morally relevant difference between human animals and adult mammals
- Therefore, adult mammals must have rights too

Human beings and adult mammals have rights because they are both 'subjects-of-a-life'.

This means that:

- They have similar levels of biological complexity
- They are conscious and aware that they exist
- They know what is happening to them. They are 'sentient', meaning that they feel pain just as human beings do
- They prefer some things and dislike others
- They make conscious choices
- They live in such a way as to give themselves the best quality of life
- They plan their lives to some extent
- The quality and length of their life matters to them

If a being is the subject-of-a-life then it can be considered significant

All beings are equally valuable and entitled to the same rights.

Their value doesn't depend on how useful they are to the world, and it doesn't diminish if they are a burden to others.

Thus, animals have rights in just the same way, for the same reasons, and to the same extent that human beings have rights.

Furthermore, animal rights supporters argue that as rational beings, humans have a responsibility to fight for the rights of vulnerable animals who cannot fight for themselves. Therefore, for animal rights is a demonstration of our

humanity. Additionally, animal farming leads to a high production of methane. This is the biggest green house gas contribute and largely responsible for global warming. Therefore, many argue that protecting animal rights is vital for the continued survival of planet Earth. Since humans can find high levels of protein in other foods, there is arguably no purpose in eating meat. As well as this, meat can be costly and spending money on high quality meat is not always sustainable for everyone. Moreover, not only can animal meat be costly in terms of expense it can also be costly to our health. For instance, there have been links between eating red meat and health diseases such as cancer and high cholesterol levels.

The case against animal rights

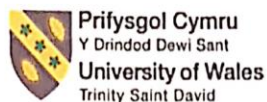
A number of arguments are put forward against the idea that animals have rights.

- Animals don't think
- Animals are not really conscious
- Animals were put on earth to serve human beings
- Animals don't have souls
- Animals don't behave morally
- Animals are not members of the 'moral community'
- Animals lack the capacity to make moral judgments

To further expand, many are of the opinion that human rights outweigh animal rights. Indeed, meat provides humans with nutrition such as protein. Therefore, many meat-eating supporters maintain that humans are entitled to kill animals for the sake of their own health. Additionally, while organic meat can be expensive so too can vegan and vegetarian ingredients. Consequently, it is difficult to pinpoint which die of the argument is most valid.

Ethics & Consent:

J) Approved Updated Ethics Form January 2020 ('AJ')



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

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

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

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

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

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

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

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:	Hannah Frances Trezise			
Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student
Faculty/School/Centre:		Yr Athrofa (Education)		
Campus:		Swansea		
E-mail address:		1904322@student.uwtsd.ac.uk		
Contact Telephone Number:		07545 111208		
For students:				
Student Number:		1904322		
Programme of Study:		PGCE Secondary English (QTS)		
Director of Studies/Supervisor:		Catherine Morgan		

SECTION B: Approval for Research Activity

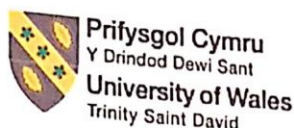
Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
				<i>Date</i>
If Yes, please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other (write in)	☒	Catherine Morgan (16.12.19).	

SECTION C: Internal and 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.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	☒
BERA (2019: Ethical Guidelines for Educational Research).	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒	
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?	YES	☐	NO	☐	
Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
Is your research externally funded	YES	☐	NO	☐	
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
	Employed	YES	☐	NO	☐
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐



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external organisation

Where research activity is carried out in collaboration with an

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 do specific types of differentiation affect learner engagement and performance and to what extent?		
Proposed start date:	03.02.19	Proposed end date:	04.02.19

Introduction to the Research (maximum 300 words)

Through our research, we endeavour to investigate to what extent specific elements of differentiation effect learner engagement and performance in the classroom. Hence, in order to inform our investigation several areas of the relevant literature must be examined.

Preliminary areas of exploration will include the application of differentiation in the classroom, the effect of differentiation in classrooms containing multilingual pupils and the impact of differentiation on the learning of pupils with an additional learning need (ALN). Thus, the works of Frankling et al, Logan and McCormack-Colbert et al are pertinent to our research.

Frankling et al (2017) explore differentiation through several focal areas. These include teachers' understanding of differentiation; the application of differentiation in the classroom and the cruciality of mentoring in improving pedagogy regarding the implementation of differentiation.

Logan (2011) discusses the increasing linguistic diversity of contemporary classroom environments in relation to multilingualism. She explores the principles of differentiated instruction and its implementation. Ultimately, Logan concludes that differentiated instruction in terms of linguistic communication is an essential component of teaching practice.

Mccormack-Colbert et al (2017) examine the effectiveness of differentiation when educating pupils who have an additional learning need (ALN), such as dyslexia. Their article involves a case study of qualitative data, pertaining to the classroom experiences of learners with dyslexia. This data was gathered in an investigation into the ALN support systems of Wales and France.

In response to this scholarship, our research seeks to investigate the impact of this instruction and pedagogy on both learner engagement and performance. To assess this, multiple variable will be assessed including the quality and frequency of oral contributions and questions and the time taken to complete set work.

Purpose of Research Activity

- To investigate how different types of differentiation affect both learning and performance.
- Different types of differentiation include but are not limited to AfL techniques used by the teacher (such as verbal explanations when discussing with students 1:1, use of coloured coded success criteria, level of guidance provided and availability of different tasks (such as extension activities) for more competent students.
- Students with differentiated needs may include English as a Second Language, Additional Learning Needs (whether Specific Learning Difficulty or other behavioural and emotional statements) and students with different targets and reading ages.

- As researchers, we are intrigued whether any disparities exist between learning performance and engagement. If so, what are these? And why do these discrepancies exist?

(this box should expand as you type)

Research Question

How do specific types of differentiation affect learner engagement and performance? and to what extent?

(this box should expand as you type)

Aims of Research Activity

To investigate whether and to what extent differentiation has an impact on both student engagement and performance?

(this box should expand as you type)

Objectives of Research Activity

- Do certain types of differentiation have greater impacts on student engagement and performance compared to other differentiation techniques?
- Does differentiation have the same impact on engagement and performance? If yes, how and why? If not, why and how?
- Can any general trends from the data be identified? For instance, do all types of differentiation lead to enhanced student engagement to a greater extent than enhanced performance? Or vice-versa? What might explain these trends? Conversely, does each case of differentiation for each pupil yield different results based on the variables used?
- Are certain types of differentiation more challenging than others? How does the data reveal this? What might explain these challenges?

(this box should expand as you type)

Proposed methods (maximum 600 words)

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.

- The research activity is concentrated on a **lesson-study** (Dudley, 2014). Two lessons will be taught in total on two consecutive days. One lesson will be taught by both myself and partner.
- When observing my partner teach, I will assume a **non-participation observer** role (Cohen, 2018; Estyn, 2014).
- A **Mixed-Methods approach** will be used when observing both lessons. A combination of **qualitative and quantitative data** will be elicited when observing the lesson. Quantitative data will occur in the form of the Likert scale, when categorising student engagement and performance from 1-4. The time to complete set tasks will also be timed using an electronic stop-watch.
- Qualitative data will be extracted when **interviewing** three pupils during the '**focus-group**'. These pupils will be decided based on whether consent and assent has been provided (BERA, 2018). This focus group will occur shortly after the observed lesson, to prevent memory loss on behalf of students in the lesson. This is especially relevant as the class are Y7.
- My partner and I will ask 10-15 questions, in approximately 15 minutes. We will both interview our own classes. As the 'focus-group' is occurring, our partners will handwrite student responses and thoughts. These notes will be anonymised and will not disclose any personal or sensitive information about the pupils in the study (BERA, 2018) and UWTSD Research Data Management statement, 2018). These handwritten notes will also be compliant with school research policies and will not reveal any sensitive information about other members of



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staff. The recorded notes will also be checked by the subject mentor to ensure internal policies have been adhered to. The questions will be focused on the learning experience.

- When reflecting, Brookfield's (1998 and 2005) reflective model will be utilised, taking into consideration the four lenses: self, student, peers and scholarship.

(this box should expand as you type)



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Location of research activity Identify all locations where research activity will take place.						
In the first placement school (PTE1) that is situated in South Wales. Specifically, in the English Department. Reflective discussions will occur in the private professional learning space in the school. (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 and/or legal sensitivities or vulnerabilities of participants.						
NA (this box should expand as you type)						
Use of documentation not in the public domain: Are any documents NOT publicly available?		<table border="1"> <tr> <td>NO</td> <td>☒</td> </tr> <tr> <td>YES</td> <td>☐</td> </tr> </table>	NO	☒	YES	☐
NO	☒					
YES	☐					
If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. (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 For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☒	☐
- With my observational partner, we will interview three students from the class where parental consent and pupil assent must be obtained beforehand. - This will be in accordance with the observation schedule, where qualitative and quantitative data will be obtained from 'focus groups' and time taken for certain tasks to be completed.		
Details of any other primary data collection method: (this box should expand as you type)		

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.



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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 and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
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 specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
Other – please indicate here:	☐	☒
(this box should expand as you type)		

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	30 approximately (this box should expand as you type)
Who will the participants be?	Students from a secondary English class in placement school (PTE1). These will be part of a mixed ability Y7 group (ages 11-12). Student levels vary from level 3 to level 4. (this box should expand as you type)
How will you identify the participants?	Participants used for recording data and as part of the post-lesson 'focus group' will be decided based upon those that receive the required consent from their parents (from letters sent to parents) and pupils that confirm their participation (assent). Of these pupils, three students will be selected based on ability, their general participation level in classes and whether they have differentiated needs such as an ALN diagnosis or other statement. This will ensure that the data being recorded is varied. When recording notes and analysing data, these participants will be identified using confidential and anonymised terms, for example pupil 'X', 'Y' and 'Z'. (this box should expand as you type)



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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			
(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			
<i>(this box should expand as you type)</i>			



Prifysgol Cymru



PG2 / E1 FORM

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? <table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>		Yes	☐	No	☒
Yes	☐				
No	☒				
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
Risk to Participant: Asymmetry of power, as teacher (the researcher and interviewer) will have more in-depth knowledge than the participants. Hawthorne effect: do the students behave differently because the lesson is being observed by another student teacher who is not normally in the lesson. Halo effect (cognitive bias): since students have a strong rapport with me (as their new teacher), will they give honest feedback about their experience and opinion of the lesson and specific tasks/ questions? There may be a tendency for students to overgeneralise any positive experiences and feedback that they have. Conformity Pressure: during focus groups: to agree with other student answers and thoughts due to lack of confidence and reluctance to express an alternative point of view. Breach of confidentiality: when gathering, analysing and reflecting on participant data. For instance, use of student names in record notes or in formal write up. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Participant Asymmetry of power: This will be mitigated by explaining the research task and their involvement with clarity with clear emphasis that they have the right not to participate and withdraw at any point during the research activity. Hawthorne effect: Throughout the lesson minimal attention will be given to the observer, so that students are distracted or worrying unnecessarily about their performance. At the start of the lesson, the purpose of the research activity will be explained clearly, so students are aware that the observation is not personal or related to the record of behaviour. Halo effect: Before the lesson and before the 'focus-group', students will be reminded that there are no personal repercussions for their participation and their feedback. It will be communicated clearly that students are not being assessed for their involvement and that no marks etc will be recorded by the Department or given to parents. Students will be encouraged to be honest and not worry about offending myself or observational partner. Conformity pressure: students will be encouraged to be honest and truthful, basing their comments on their personal experience. Breach of confidentiality: There will be no academic repercussions based on their participation and co-operation in the activity. This information will not be disclosed with other members of staff in accordance with BERA's confidentiality and privacy guidance. Attention to detail and checking by both partner and mentor will ensure that no names are mentioned. Secure handling and storage of data will also ensure that no data is leaked. <i>(this box should expand as you type)</i>				
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

NA.

(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

Risk to Investigator:

Breach of confidentiality: when gathering, analysing and reflecting on participant data. For instance, use of student names in record notes or in formal write up against BERA UWTSD privacy and confidentiality guidelines. Or, loss of a memory stick or notepad used when recording field data.

Apprehension entering a new class: this may occur when we are observing classes that we don't normally teach and thus do not have prior knowledge/ experience. When teaching, each researcher will ensure that the observer is treated with dignity and respect according to the school's guidelines. O

(this box should expand as you type)

How will you mitigate the Risk to Investigator:

Breach of confidentiality: All data and information relating to the lesson and research activity will be securely stored using a password protected and encrypted memory stick. No information will be shared via e-mail and third parties. No personal information will be used when recording results or completing observation template.

Apprehension entering a new class: The observer will be briefed on the class being observed, so they are aware of any pertinent information, such as ability, names and seating plans. Clear explanations will be given on the purpose of the activity to reduce anxiety and concerns.

(this box should expand as you type)

University/institutional risks

For example: adverse publicity, financial loss, data protection

Risk to University:

GDPR (Data Protection): If the data was not stored and handled in accordance with this legislation, BERA and UWTSD Data Management Policy, then there could be negative repercussions for the University and their reputation as a robust academic institution.

(this box should expand as you type)

How will you mitigate the Risk to University:

I will ensure that all data is safely and appropriately secured, using an encrypted memory-stick throughout the research activity. The results of the data will not be shared with other members of staff in the school. Caution and vigilance will be exercised throughout the research activity to ensure that data is not tampered with. Honesty and authenticity will be applied when handling, storing, analysing, evaluating and recording data.

(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

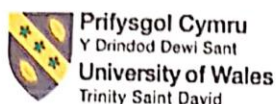
N/A

Does your research require you to hold a current DBS Certificate?

☒

☐

☐



PG2 / E1 FORM

SECTION I: Feedback, Consent and Confidentiality

Feedback

What de-briefing and feedback will be provided to participants, how will this be done and when?

De-briefing will occur in the plenary section of each lesson.
Those students who will be participating in the 'focus-group' will be informed when and where the interview will be taking place and for how long.
This will be communicated verbally by both myself, observational mentor and class-room teacher (subject mentor).

(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 in accordance with prevailing data protection legislation.

A consent form will be sent to the parent of each student in the class, in order to obtain official written consent from authorised parents. Only those students who have received the necessary parental consent will be considered for participation. These letters will outline the purpose of the research activity and require a parental signature. Students will then need to bring these forms with them to the school to confirm their involvement. These letters will be sent to parents in accordance with Department and School Policies. All sensitive information such as names and addresses be excluded from any field note data and recording. A sample parental letter, omitting any names will be provided in the appendices. For the purposes of recording, all names will be anonymised (pupil, X, Y and Z) and handled according to GDPR 2019.

(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.

For the students who have obtained the necessary parental consent, and given assent, Pseudonyms (as explained above) will be used instead of genuine pupil names. This will occur on the observational field note forms (used by observer), handwritten notes of 'focus-group' responses and the academic recording of data.

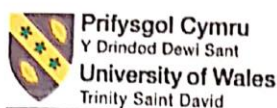
All data elicited will be stored on a password protected USB stick, that will be encrypted.

(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/>).

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
<i>"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.</i>	☐ X	☐
If YES, provide a description of the data and explain why this data needs to be collected:		
Consent forms completed by the parents of participants will include names. The information collated will be secured adhering to data protection policies and will be destroyed once the research is complete. Any data collection and storage will adhere to the University's Research Data Management Policy.		
<i>(this box should expand as you type)</i>		
Does it involve special category data (as defined by the GDPR)?	YES	NO
<i>"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes).</i>	☐	X ☐
If YES, provide a description of the special category data and explain why this data needs to be collected:		
<i>(this box should expand as you type)</i>		
Will the research activity involve storing personal data and/or special category 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: USB Password protected and encrypted memory stick.	☒	☐



PG2 / E1 FORM

For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:

All names will be anonymised using pseudonyms such as (pupil, X, Y and Z). Data will be stored, handled and protected according to GDPR 2019. All data elicited will be stored on a password protected USB stick, that will be encrypted. No information will be shared with third parties, the Department or connected to pupil attendance/ behaviour and achievement records. Regarding manual files such as the observation template and responses to the focus group questions, these will not include any names only pseudonyms, so the thoughts and opinions of students can not be traced to an individual. During this early phase of research, these manual files will be securely stored in a locked cupboard and will be securely destroyed after the final examination board has met and agreed the module marks.

(this box should expand as you type)

All Data Storage

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? Will it be deleted upon completion?	☐	☒
'No' for Data archiving and 'yes' to deleted upon completion only	☒	☒

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):

All data will be secured anonymously in accordance with the UWTSD Data Management Policy. A password protected memory stick will be used.

No data will be archived. Data will be securely deleted two weeks after completion of the course in August 2020 in accordance with BERA (2018), GDPR and UWTSD Data Management Policy.

(this box should expand as you type)

List all who will have access to the data generated by the research activity:

Research partner and I.

(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:

Myself as researcher.

(this box should expand as you type)

Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

A password protected memory stick will be used that is encrypted.
Following guidance from the module lead, data will **not** be archived, as the research is only for the purpose of completing 7004, rather than PHD study. Data will be securely deleted two weeks after completion of the course in August 2020 in accordance with BERA (2018), GDPR and UWTSD Data Management Policy.

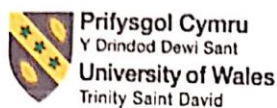
(this box should expand as you type)

Please indicate if your data will be stored in the UWTSD Research Data Repository (see <https://researchdata.uwtsd.ac.uk/>). If so please explain. *(Most relevant to academic staff)*

NA

(this box should expand as you type)

Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
	NO	☐



SECTION K: Declaration

PG2 / E1 FORM

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 <u>Research Ethics and Integrity Code of Practice</u>		
Signature of applicant:	H F TREZISE	Date: 17.12.19

For STUDENT Submissions:

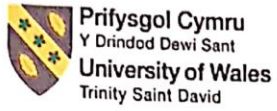
Director of Studies/Supervisor:		Date:
Signature:		

For STAFF Submissions:

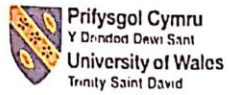
Head of School/Assistant Dean:		Date:
Signature:		

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) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	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.
☒	I have deleted the guidance notes before submitting the PG2 for consideration



PG2 / E1 FORM

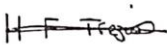


PG2 / E1 FORM

SECTION K: Declaration

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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: 17.12.19
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K) Letters of consent from RL1 ('AK').

CONSENT FORM (PARENTS)
PROJECT TITLE: The effects of differentiation on learner engagement and performance.

Name of Researcher: Miss Trezise

Please initial box

1. I confirm that I have read and understand the information sheet for the above study. ☒

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

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

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

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

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

CONSENT FORM (PARENTS)

PROJECT TITLE: The effects of differentiation on learner engagement and performance.

Name of Researcher: Miss Trezise

Please initial box

1. I confirm that I have read and understand the information sheet for the above study.



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



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



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



CONSENT FORM (PARENTS)

PROJECT TITLE: The effects of differentiation on learner engagement and performance.

Name of Researcher: Miss Trezise

Please initial box

1. I confirm that I have read and understand the information sheet for the above study.



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



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



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



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



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



L) Parental Consent Letters for parents (RL1) ('AL') :

CONSENT FORM (PARENTS) PROJECT TITLE: The effects of differentiation on learner engagement and performance.
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Name of Researcher: Miss Trezise

Please initial box

1. I confirm that I have read and understand the information sheet for the above study.

☐

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

☐

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

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

☐

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

☐

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

☐

Child's name:

Parent signature:

Date:

When completed, please return to Miss Trezise by Thursday 30th January in your English Class (period 6).

Thank you.

INFORMATION SHEET PROJECT TITLE: Differentiation

Dear Parent / Guardian,

My name is Miss Trezise and I am undertaking a post-graduate programme in Education at *University of Wales Trinity Saint David*. I am currently a student- teacher at Fitzalan High School where I am teaching in your child's English class.

I would like to invite your child to participate in my research project. The title of the project is Differentiation, where I am aiming to explore the extent to which differentiation affects student engagement and performance. Through your child's participation, I hope to ascertain whether differentiation techniques have an impact on student learning and completion of tasks.

As part of the research project, I will be conducting an observation of your child's English lesson, along with my research partner. We will be assessing whether differentiation techniques (such as the availability of different levelled questions), supports student learning and work. After the observation, if you give your permission, your child may be included in a group interview with two of their classmates to discuss their opinion and experience of the lesson.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary, so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the observed lesson and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a University assignment that will contribute towards my programme of study. The results of this study will be stored on a password encrypted USB memory stick, and all raw data will be destroyed once the assessment has been marked. Your child's opinions and participation in the lesson will not be linked to their student records and levels of attainment.

I thank you in advance for your time. If any questions do arise, please do not hesitate to contact me at your convenience.

Thank You,

Yours Faithfully,

Miss Trezise

M) Reflective Template Utilising Rolfe's (2001) Reflective Model ('AM'):

Post-research lesson discussion
12.1

**Rolfe et al's
Reflective Framework (2001)**



Descriptive Level of Reflection	Theory and Knowledge Building	Action Oriented (Reflexive) Reflection
What? What is the problem/ difficulty/ reason for being stuck/ reason for feeling bad/ reason we don't get on/etc...? <i>→ what's the problem? → take's insufficient to it? → date.</i> What was my role in the situation? <i>→ teacher</i> What was I trying to achieve? <i>→ differentiation</i> What actions did I take? <i>→ used → instructional methods.</i> What was the response of others? <i>→ fairly positive. How to engage all case pupils?</i> What were the consequences? ❖ For the client? ❖ For myself? <i>feedback</i> ❖ For others? <i>data.</i> What feelings did it evoke? ❖ In the client? ❖ In myself? <i>positive / insightful / constructive.</i> ❖ In others? What was good/bad about the experience?	So What? So what does this tell me/ teach me/ imply/ mean about me/ my client/ our relationship/ my client's care/ the model of care I am using/ my attitudes/ my client's attitudes/ etc...? So what was going through my mind as I acted? <i>→ very conscious to very</i> So what did I base my actions on? <i>→ knowledge, feedback + trial and error.</i> So what other knowledge can I bring to this situation? ❖ Social policy ❖ Legislation ❖ SW Theory ❖ Personal <i>impaired pedagogy / feedback</i> So what could / should I have done to make it better? <i>→ paired / group work? → more k of EAL?</i> So what is my new understanding of the situation? <i>→ need to experiment.</i> So what broader issues arise from the situation? <i>→ multi-ethnic nature of differentiation</i>	Now What? Now what do I need to do in order to make things better/ stop being stuck/ improve my clients care/ resolve the situation/ feel better/ get on better/ etc...? <i>→ incorporate paired / group work. More visually</i> Now what broader issues need to be considered if this action is to be successful? <i>→ brings / teacher position / possibility.</i> Now what might be the consequences of this action? <i>→ enhanced engagement → progress.</i> Now what planning is required to activate the new direction? <i>→ research into groups. → planning of more time - play / creative + design work.</i>

Adapted from: Rolfe, G., Freshwater, D., Jasper, M. (2001) Critical reflection in nursing and the helping professions: a user's guide. Basingstoke: Palgrave Macmillan.