

**Georgia Howe**

**1401449**

**Appendix - TET March 2019**

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## **Interview questions**

1. Why do you think I used post-its/dojos/merits in the lesson?
2. How do you feel about me using post-its/dojos/merits in the lesson?
3. What do you think you need to do to get a post-it/dojo/merit?
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5. How do you feel when others in the class get a post-it/dojo/merit?

Observation Grid from SA's lesson (19/02/19)

| Time       | Positive Reinforcement Incident                                                                                                                  | Child 1 (JM)                                                                                                                                          | Child 2 (TW)                                                                                                                                                  | Child 3 (VF)                                                                                                                                                                               |
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| 9.10a<br>m | Verbal praise received for sensible sitting – SA picked out pupils who were sat nicely so that other children would emulate that same behaviour. | <u>EL</u> L M H EH<br>Child seemed absent, continued to look at others to see what they were doing – went as far as trying to distract another pupil. | EL L <u>M</u> H<br>EH<br>Child had some moments of engagement however there were moments where he was distracted about what was going on around him.          | EL L M <u>H</u><br>EH<br>High levels of involvement in the session and was not easily distracted.                                                                                          |
| 9.15a<br>m | Verbal praise for recognising speed sound 'o' and offering a word which began with the letter e.g. orange.                                       | EL <u>L</u> M H EH<br>After witnessing this incident, he began to alter his posture and had some moments of engagement, but this was short lived.     | EL <u>L</u> M H<br>EH<br>Child became engaged momentarily but quickly lost interest when he wasn't called upon to speak and was reprimanded when calling out. | EL L M <u>H</u><br>EH<br>Once verbal praise was given, she smiled and looked around at her friends who were equally as excited. They all looked at observer GH for approval/reinforcement. |
| 9.23a<br>m | Pupil JM was awarded a positivity post-it for sitting well through the session. (Uncharacteristic behaviour for this child who is                | EL L M <u>H</u> EH<br>Pupil took post-it graciously and continued to sit extremely well, his eyes magnetised on SA. He                                | EL L <u>M</u> H<br>EH<br>Child is busy with the activity but engagement levels                                                                                | EL L M <u>H</u><br>EH<br>Child is still very involved and invested in the session. There                                                                                                   |

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|            | normally disengaged and distracted).                                                                                                    | was focused and attentive whilst touching his post-it to remind himself that his efforts had been recognised.                                                                                    | fluctuate as a result of other pupils moving on the carpet area.                                                                                                                                               | are intense moments of activity where she is eager to offer her responses to the question.                                                                                                 |
| 9.35a<br>m | Child CE received a positivity post-it note for his ability to blend sounds to make basic CVC words in bouncy blending.                 | <b>EL</b> <b>L</b> <b>M</b> <b>H</b> <b>EH</b><br><br>After witnessing this, JM became eager to try the activity in order to receive more praise and recognition/reinforcement.                  | <b>EL</b> <b>L</b> <b>M</b> <b>H</b><br><b>EH</b><br><br>Responded well to his friend receiving visible rewards by giving him a high five. His posture began to change, he was sat up straight.                | <b>EL</b> <b>L</b> <b>M</b> <b>H</b><br><b>EH</b><br><br>Concentration begins to deplete as she wasn't one of the first four pupils to be picked to do the bouncy blending activity.       |
| 9.40a<br>m | SA asked for a volunteer BD to come to the front to demonstrate blending through clapping actions.                                      | <b>EL</b> <b>L</b> <b>M</b> <b>H</b> <b>EH</b><br><br>Pupil encouraged and motivated after this. He was trying his best so that he could also come out and demonstrate blending basic CVC words. | <b>EL</b> <b>L</b> <b>M</b> <b>H</b><br><b>EH</b><br><br>Child is busy with the activity but there are few signs of real involvement such as clapping out of time due to distractions and limited eye contact. | <b>EL</b> <b>L</b> <b>M</b> <b>H</b><br><b>EH</b><br><br>Pupil was very focussed, energetic and very persistent throughout this task. Used her mouth to emphasise the formation of sounds. |
| 9.50a<br>m | After continuous positive behaviour and high levels of engagement XT's efforts are acknowledged verbally and with a positivity post-it. | <b>EL</b> <b>L</b> <b>M</b> <b>H</b> <b>EH</b><br><br>Child's involvement remains at a high level and distraction are proving to not have any impact on him.                                     | <b>EL</b> <b>L</b> <b>M</b> <b>H</b><br><b>EH</b><br><br>TW's engagement and involvement increased gradually throughout the task. Witnessing other pupils receive                                              | <b>EL</b> <b>L</b> <b>M</b> <b>H</b><br><b>EH</b><br><br>VF mirrors XT's behaviour and also began sitting nicely, showing she is keen and ready to learn. His actions reminded             |

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|      |                                                                                                                                                |                                                                                                                                                                                            | praise, reminded him of the expectations of the classroom.                                                                                                                                                                                                                                 | her that sitting/being engaged will result in more praise/rewards.                                                                                                                      |
| 10am | Positivity post-it given to a pupil DS or demonstrating her fine motor skills through letter formation – practicing the letter 'n' in the air. | <b>EL</b> <b>L</b> <b>M</b> <b>H</b> <b>EH</b><br>Concentration levels deplete as all 71 children join them on the carpet. JM begins fussing with his post-it and distracting his friends. | <b>EL</b> <b>L</b> <b>M</b> <b>H</b><br><b>EH</b><br>Engagement levels dropped significantly. TW became a greater distraction to others as there were far more pupils around him. Defeatist behaviour – gave up on the idea of receiving a post-it and therefore, acted out for attention. | <b>EL</b> <b>L</b> <b>M</b> <b>H</b><br><b>EH</b><br>VF shares enthusiasm with DS as she sits down next to her. Proudly showing each other their post-its which they have been awarded. |

**Interview 1 transcript**  
**19.02.19 – 9.10-10.10AM**

Prior to the interview, pupils were informed that the conversation would be audio recorded, they were asked if they were happy to take part and were told that they could stop at any time.

SA: Right OK, so were just going to have a discussion OK? just about the phonics lesson we've just had. Are you okay to do that?

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[All three pupils nodded]

SA: Yeah? Do you think you can do that for me?

C1: Yeah!

[C2 and C3 nodded again]

SA: OK. the first question is, did you enjoy the lesson?

C3: Yeah! I did.

SA: Did you have fun in the lesson?

C3: Yeah!

C2: Yes!

C1: YEAH!

SA: Did you have fun doing phonics today?

C3: Yeah I did. I had fun.

SA: What did you like? Tell me what you like?

C2: Ummmmm... [pause]

C1: I liked it with the letters. Doing them.

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C2: [pause] I do like the letters too.

C3: I like doing the phonics and making the sounds.

SA: Why do you think I used the post-its?

C3: Because we done really well!

SA: Why do you think I used the post-its? (questions directed to Child 1).

**Observation Grid LJ's lesson (20/2/2019)**

| Time  | Positive Reinforcement Incident                                                                                                                                                                   | Child 1 (LD)                                                                                                                                                                     | Child 2 (AD)                                                                                                                     | Child 3 (BB)                                                                                                                                  |
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| 11.30 | LJ verbally praised a pupil who correctly stated that capital letters are used at the beginning of each sentence.                                                                                 | <u>EL</u> L M H EH<br>Pupil was very disengaged. Head was on the table, no attempt to look visibly attentive.                                                                    | EL L <u>M</u> H<br>EH<br>After praise was given, she smiled. Visibly engaged in the lesson but not as much as others around her. | EL L <u>M</u> H EH<br>He was focused but not fully invested as he was still talking and making gestures to his friends.                       |
| 11.35 | LJ awarded a dojo to a pupil who demonstrated her understanding of capital letters. She was able to correctly identify that the single use of 'I' should always be written with a capital letter. | EL <u>L</u> M H EH<br>The child was not affected at all by this incident. His demeanour remained the same and showed a lack of interest. Dojos have had no effect on him so far. | EL L <u>M</u> H<br>EH<br>Moderately engaged, she is seen to be listening but is not showing any sort of enthusiasm or energy.    | EL L M <u>H</u><br>EH<br>Very focused and eager to answer. Appears to be bursting in his seat to be recognised and to be called on to answer. |

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| 11.38   | Positive praise “da iawn” given to a child who was participating in the lesson. Unlike others, she had her hand up waiting to answer. | <u>EL</u> L M H EH                                                                                                                                                                            | EL L <u>M</u> H<br>EH                                                                                                                                                                                                        | EL L M H<br>EH                                                                                                                                                                           |
|         |                                                                                                                                       | Remained disengaged. No visible change in body language did not change. His eyes are wandering around the classroom at others who are working, this does not motivate him to pick up his pen. | Eyes are on the desk, not seeming to be listening to LJ but also ignoring the conversations going on at her table.                                                                                                           | Body Language has improved, he is writing and concentrating on the task. Talking is continuing at his table but he is not allowing himself to be distracted                              |
| 11.40am | Dojo awarded to a child who got on with her work straight away. This was after the task had been set by LJ.                           | <u>EL</u> L M H EH                                                                                                                                                                            | EL L M H<br>EH                                                                                                                                                                                                               | EL L M H<br>EH                                                                                                                                                                           |
|         |                                                                                                                                       | He has shown a negative reaction to the dojos by shrugging. The possibility of receiving a dojo is not working for him.                                                                       | Her twin sister was awarded the dojo and so she became more focused, invested and engaged in the session. There appears to be a competition between the two to get the most dojos, which appears to be motivating them both. | There is continuous intense activity happening, though when Pupil 2 was awarded a dojo there was no reaction or response, it was completely ignored and he remained focused on his work. |
| 11.50   | Pit stop: LJ went around the class and gave verbal praise to those who had got on independently with the activity.                    | <u>EL</u> L M H EH                                                                                                                                                                            | EL <u>L</u> M H<br>EH                                                                                                                                                                                                        | EL L M H<br>EH                                                                                                                                                                           |
|         |                                                                                                                                       | Continued to show no interest. He began distracting himself and others on his table by fussing with pens and rulers.                                                                          | Is visibly appearing to become less active and very distracted. Becoming disengaged by looking around at others.                                                                                                             | He is giving every effort for his persistence to be recognised. He is calling out for LJ to look at his work but she is engaged                                                          |

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|       |                                                                                                                                                   |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                  | in conversation with another pupil.                                                                                                                                                                                      |
| 12:00 | LJ gave verbal praise to pupil LD who was sat down quietly. This behaviour was uncharacteristic as he is normally very loud.                      | <u>EL</u> <u>L</u> <u>M</u> <u>H</u> <u>EH</u><br>Having received some praise and recognition, his behaviour and posture began to change immediately. His levels of engagement improved significantly.                                                        | <u>EL</u> <u>L</u> <u>M</u> <u>H</u><br><u>EH</u><br>Became more conscious and began to mirror child LD who was sat on her table. She became far more engaged within the task.                                                   | <u>EL</u> <u>L</u> <u>M</u> <u>H</u><br><u>EH</u><br>Child demonstrated continuous and intense activity which revealed his high levels of engagement and involvement in the session.                                     |
| 12:15 | LJ set a whole class challenge. They had to be productive and work quietly in order for them all to be awarded a Dojo.                            | <u>EL</u> <u>L</u> <u>M</u> <u>H</u> <u>EH</u><br>Child has become visibly focused and it is clear that he wants to be awarded a dojo. It no longer distracted by conversation at his table                                                                   | <u>EL</u> <u>L</u> <u>M</u> <u>H</u><br><u>EH</u><br>Continuous activity with intense moments. Child remained focussed and determined to complete the task at hand. Though conversation on her table is seemingly hard to ignore | <u>EL</u> <u>L</u> <u>M</u> <u>H</u><br><u>EH</u><br>His eyes averted to the whiteboard timer and he began fussing with his pen. He was no longer engaged in the task. He is very distracted and has put his pen down.   |
| 12:25 | LJ awarded a child a Dojo to a non-target pupil to positively reinforce the presentation of her written work. Has displayed her work to the class | <u>EL</u> <u>L</u> <u>M</u> <u>H</u> <u>EH</u><br>Very involved and focussed in completing the task. Went back and underlined date and title in hope of recognition. He notices pupil 2 crying on his table, shows sympathy but inevitably continues working. | <u>EL</u> <u>L</u> <u>M</u> <u>H</u><br><u>EH</u><br>Pupil looks at her book and worries her presentation isn't good enough and that she won't be awarded a Dojo. She starts to cry. It is clear that                            | <u>EL</u> <u>L</u> <u>M</u> <u>H</u><br><u>EH</u><br>Having not been recognised for his efforts, his levels of engagement have completely depleted. He is unfocussed and becomes absent, displaying no energy. He is the |

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|  |  |  | because LJ praised another pupil, she feels unworthy | main distraction on his table at this moment. |
|--|--|--|------------------------------------------------------|-----------------------------------------------|

**Interview 2 transcript**  
**20.02.19 – 11.30-12.30PM**

Prior to the interview, pupils were informed that the conversation would be audio recorded, they were asked if they were happy to take part and were told that they could stop at any time.

LJ: Right, how do you think the lesson went today?

C3: Good.

LJ: Did you enjoy?

C3: Yeah!

LJ: How did you think it went?

C1: Ummm... [pause] it was fun, but it was a bit hard.

LJ: OK. Did you enjoy?

C1: Yeah!

C2: Yeah, it was hard.

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LJ: So... [pause] can you answer me this. Why do you think I used dojos in the classroom?

C3: To tell who is working hard and who's not.

LJ: Well done!

C1: To make us work harder so maybe we can get one.

C2: They're fun!

[all pupils laughed]

C1: [laughs] That's why you've got 78 of them.

LJ: How do you feel about me using dojos in the classroom?

C3: It's a reward for what we've done.

C1: Good because umm... [pause] makes you feel proud?

C2: I don't like doing dojos or giving them to my sister.

LJ: OK. But do you like dojos?

C2: Yes!

**Observation Grid from my taught lesson. Written by observer SA (21/02/19)**

| Time | Positive Reinforcement Incident                                                                                                                                                                             | Child 1 (AN)                                                                                                                                                              | Child 2 (NJ)                                                                                                                                                                      | Child 3 (SM)                                                                                                                                                             |
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| 9.15 | GH gave verbal praise “Da iawn” during the lesson starter to a child who explained that a splitting a shape into four equal parts is known as quarters.                                                     | EL L <u>M</u> H EH<br>Some involvement and levels of engagement. There were numerous pupils on the carpet and therefore she was looking around at others periodically.    | EL L <u>M</u> H<br>EH<br>Very invested and involved within the lesson. Keen from the onset and was ready with his hand up to answer questions asked by GH.                        | EL L <u>M</u> H<br>EH<br>Acknowledged that praise was given to another pupil but didn't display much energy.                                                             |
| 9.20 | GH awarded SM a merit because she understood that splitting a shape into two equal parts is the same as halving it. She was able to demonstrate how this should be written as a fraction e.g. $\frac{1}{2}$ | EL L <u>M</u> H EH<br>Levels of activity increased as she also knew the answer and turned to her friend SM who was awarded a merit and smiled.                            | EL L <u>M</u> H<br>EH<br>Focussed and engaged. As the pupil understood the task and it was set at an appropriate level, he was determined to get the most out of his learning.    | EL L <u>M</u> H<br>EH<br>Incredibly motivated with intense moments as the positive reinforcement she had received increased her levels of engagement.                    |
| 9.25 | Verbal praise “Da iawn” given to pupil who understood and could explain to the class that $\frac{1}{2}$ and $\frac{2}{4}$ are the same.                                                                     | EL L <u>M</u> H EH<br>Mainly continuous activity, but getting slightly upset as she's not been picked to answer yet. Often looking around at others who have been picked. | EL L <u>M</u> H<br>EH<br>Continuous activity with intense moments. He became incredibly involved and engaged. He wanted to be get a merit and made every effort to be recognised. | EL <u>L</u> <u>M</u> H<br>EH<br>As she had already received a merit, her behaviour and levels of engagement began to deplete. She began fussing with those on her table. |
| 9.35 |                                                                                                                                                                                                             | EL L <u>M</u> H EH                                                                                                                                                        | EL <u>L</u> <u>M</u> H<br>EH                                                                                                                                                      | EL <u>L</u> <u>M</u> H<br>EH                                                                                                                                             |

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|       | Verbal praise and merit awarded to a pupil who presented his work/findings neatly on the whiteboard.                              | Child AN became very conscious and aware of her presentation. she rewrote her answer in hopes of gaining recognition and a merit.                                                                                                     | Child's concentration levels were decreasing. He became easily distracted and began drawing on the whiteboards rather than take part in the task.                                                | Noticed that NJ began scribbling on his whiteboard and so also deviated away from the task. The whiteboard became a distraction.                                                                                           |
| 9.50  | Target pupil AN finally got recognised for her efforts. GH gave her positive praise and her whiteboard was modelled to the class. | <p><u>EL</u>   <u>L</u>   <u>M</u>   <u>H</u>   <u>EH</u></p> <p>Child is very concentrated , creative and energetic at this point. She was persistent and focussed as she really wanted a merit and so continued in her efforts.</p> | <p><u>EL</u>   <u>L</u>   <u>M</u>   <u>H</u></p> <p><u>EH</u></p> <p>Child seems absent and continues to fuss with whiteboard marker and whiteboard. Began distracting others on his table.</p> | <p><u>EL</u>   <u>L</u>   <u>M</u>   <u>H</u></p> <p><u>EH</u></p> <p>This incident positively reinforced her as she was sat next to AN and also wanted praise. It gave her motivation to be engaged with the session.</p> |
| 10.00 | GH awarded a pupil 5 merits after she explained to the class how she got her answer.                                              | <p><u>EL</u>   <u>L</u>   <u>M</u>   <u>H</u>   <u>EH</u></p> <p>Remained persistent and didn't let NJ distract her. She was focussed on completing the task and gaining a merit.</p>                                                 | <p><u>EL</u>   <u>L</u>   <u>M</u>   <u>H</u></p> <p><u>EH</u></p> <p>This incident made no difference to him. Very disengaged and didn't even look up when the five merits were awarded.</p>    | <p><u>EL</u>   <u>L</u>   <u>M</u>   <u>H</u></p> <p><u>EH</u></p> <p>After witnessing this incident, Child SM also wanted to offer her explanation and workings out to the class in hopes for a reward.</p>               |
| 10.10 | GH gave verbal praise to Target pupil NJ who was randomly selected to explain                                                     | <p><u>EL</u>   <u>L</u>   <u>M</u>   <u>H</u>   <u>EH</u></p> <p>Although she was quiet, she was focussed on completing the</p>                                                                                                       | <p><u>EL</u>   <u>L</u>   <u>M</u>   <u>H</u></p> <p><u>EH</u></p>                                                                                                                               | <p><u>EL</u>   <u>L</u>   <u>M</u>   <u>H</u></p> <p><u>EH</u></p>                                                                                                                                                         |

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|  | different ways to find 2/4 of a shape. | task. She demonstrated continuous and intense activity. | After he was awarded praise, his attitude completely changed. He was incredibly focussed and proud of his explanation. He became fully engaged and invested in his learning. | Mainly continuous activity but she was more concerned with seeing how much others on her table had done, rather than focussing on her own work. |
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**Interview 3 transcript**

**21.02.19 - 9.15-10.15AM**

GH: So how do you think the lesson went today?

C3: Good!

C1: Good!

C2: Very well!

GH: OK. So why do you think that I used merits in the lesson?

C2: Because people are being good [pause] and you notice them.

C3: Because people are answering very good things and doing good work.

C1: Because... [long pause] Cause... [pause]

GH: Why, why do you think I used merits in the lesson? Why do you think?

C1: Because [pause] people are listening and being good?

GH: OK. So how does it make you feel when I use merits in the lesson?

C1: Very well! GH: Makes you feel very well? OK.

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C3: It makes me feel happy.

C1: It makes me feel amazed!

GH: OK. So, what do you think you need to do in my lessons to get a merit?

C2: Listen.

C3: Do good work!

C1: [whispered] Listen?

GH: OK! How does it make you feel when you get a merit off me?

C2: Energetic!

C3: Exciting!

C1: [whispers] Happy.

GH: OK. How does it make you feel when others in the class get merits?

[long pause]

C2: It makes me feel jealous.

C3: It makes me feel like I should say well done to them.

GH: OK. What about you?

C1: [shrugged] ...

GH: How did it make you feel when I gave [points at C3] a merit?

C1: [long pause] Dunno

GH: Its OK. Its OK. Thank you for answering all of my questions.

**My Pro-Forma - from lesson taught 21/01/19**

| <b>Reflection Pro-forma (using Gibbs (1988) Reflective Cycle)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               |
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|                                                                   | Lesson: Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Date: 21/2/19 |
| What happened?                                                    | <p>With the entire class, I introduced the topic of fractions and activated their prior knowledge on the subject using questioning and drawing examples of fractions on the board and asking them to explain them. For example I asked questions similar to, "If a circle was split into two equal parts, how would I write that as a fraction?" The class was then split into their maths groups (which are split up by ability). I took the two high ability groups and as a class we worked on developing our understanding of equal fractions, particularly halves and quarters and how to represent them within shapes. To begin, I asked them to work out halves of certain numbers using small whiteboards, they then turned the boards around to show me their workings in order for me to get instant feedback of their understanding to reduce further confusion within the lesson. When explaining this further on my whiteboard, I called upon some volunteers to come up and draw their explanation of the fractions on the board, which was well received by both them and the other students who offered verbal support. Next, using a worksheet, they were told to shade certain fractions of shapes in different ways. We ended with a plenary, which they all responded with either thumbs up (for understanding) or thumbs half way up (to show that they understood but need more help).</p> |               |
| What were your thoughts and feelings?                             | <p>I feel that the lesson was successful, I made sure to have a good balance of class discussion and working in their books to ensure understanding and written evidence of the lesson. I am very happy with how well they responded to new challenges that arose during the lesson and how well they listened given the level of difficulty of the tasks. I think my using a whiteboard to demonstrate fractions aided their understanding and gave them a visual tool to enhance their ability to complete the task. Having the children come up to have a turn at writing was also a useful tool as it gave them an opportunity to be brave and show their workings to the class. I am glad that they worked well, despite them being periodically distracted by writing on whiteboards or conversation, I feel I managed to keep each child on task and maintain their focus on what I was saying. I feel delighted that each child managed to complete every task within the time constraint of 45 minutes</p>                                                                                                                                                                                                                                                                                                                                                                                              |               |

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| What was good and bad about the experience? | <p>A positive element of my lesson would definitely be my using a whiteboard at the front to demonstrate fractions to them. Whenever there was a disagreement over how much a fraction needed to be shaded or if one half was the same as two quarters, I was able to pull their attention and demonstrate the problem on the board for them to clearly see where they had gone wrong and where to go next. By having visual aids that they could refer back to whilst completing their task was integral to the progression of the lesson.</p> <p>A negative aspect of the lesson was that although I was able to gain instant feedback from the learners using small whiteboards, the inevitability was that each child at some point throughout that small task used the whiteboards to draw on or to write something unrelated to the task, meaning that their attention was not entirely focused.</p> |
| What else can you make of the situation?    | <p>I feel that children using the small whiteboards to write things on is a struggle that will always be present since whiteboards are a novelty item and children can be slightly impulsive when handed a whiteboard pen. They are naturally drawn to wanting to write on the whiteboard and create something because it is so different to the regular pencil and paper. I feel that despite this happening, I managed to keep them on task which is the main concern.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| What else could you have done?              | <p>Although the children responded well to me using the whiteboard at the front, I felt that I was relying on drawing examples slightly too much. I think having a physical representation of fractions could have been much more beneficial to their learning and I will definitely consider this for next time. Perhaps I could have used a fake pizza in order to demonstrate halves and quarters, or perhaps laminate resources that they could use themselves to put together to make shapes using fractions.</p>                                                                                                                                                                                                                                                                                                                                                                                     |
| What would you do differently next time?    | <p>As I stated above, I will definitely use more physical resources within my lesson as I feel they will enhance the pupil's learning much more than drawings and explanations. I may incorporate bringing the pupils up to demonstrate more than I did in this lesson given that they responded so well to it. Also, I may use the class as a resource to get them more involved in the lesson, for example, I may have the children up on the carpet area and ask them to split themselves into halves or quarters so that they can have a firsthand representation of fractions.</p>                                                                                                                                                                                                                                                                                                                    |