

Lesson 1, Tuesday 4th

8A Drama

Observation Form

Observation Details

Observer Name: Martha Denman Date: 4.02.19 Time: 9.20Lesson Teacher: Corine WorakerResearch title: Does Structured Group/Pair Work Encourage Greater Engagement And Build Pupils Confidence To Participate.

Student Participant No. 1

Confidence: one of the girls in her group she wasthe quieter but and seemed more nervous
performed well, confidence wasParticipation+
Engagement: high participation, enthusiastic performance.remained a participant of the entire
lesson actively participatingEffort +
Understanding: Great effort + enthusiasm. Said allher lines, aware of success criteria.
understood what was required and
aimed for excellence.Additional
Notes +
Observations: Came out of shell, feedback whichwas required of her. Became more confident
during performance.

Student Participant No. 2

Confidence: Very confident. re-directed ~~the~~ cast members

Natural leader prepared which reflected in performance

Participation + Engagement

In character, enthusiastic of task.

When spoken to knew that stated key had changed script ~~because~~ ^{Success criteria} or meeting

Effort +

Understanding: knew all lines, knew what was

required of her. In character all the time understood acting requirements.

Additional

Notes +

Observations: Corrected. Had issues with performance but took

charge of ~~re-directed~~ re-doing performance

Student Participant No. 3

Confidence: No eye contact with audience

low confidence but ~~could~~ ^{could} see errors.

Participation +

Engagement: remained in character in background

knew lines participated.

3 | Page

Effort +

Understanding: Didn't appear happy or in task.

Still had a go and tried.

Additional

Notes +

Observations: stood quietly at the back. Confidence
however did develop during performance
showing growth + potential.

Additional Notes On Class: Engagement, participation and Confidence Focus:

Reflection Model (Gibbs 1988)

Name	↗	Class	↗
Teacher	Corine Woraker	Lesson Time	1 / 9.20-10.20
Date	04.02.2020		

Gibbs's Reflective Cycle (Gibbs, 1998) helps you to understand and practice your reflective skills. Use the template to reflect on a recent event in which you demonstrated a reflected ability to improve or demonstrate the need for further learning or development

1. Description: What Happened?

Group/Peer Assessment - Showback of work. Choice of Students easy as on usual participation + confidence level / A varied choice. Students engaged + focused mostly. Enjoyed Performing to one another.

2. Feelings? What were you thinking and feeling?

Focus on Pace of lesson. Was I going to fast/slow? Will students have enough time to engage + high success chance?

3. Evaluation: What was good/ bad about the children's experience? (reflection on interview process)

Strong engagement + participation. Answering questions in detail.
3: quiet + lost focus at times.
2 + 1: enthusiastic to respond + Showcase Knowledge.

4. Analysis: what sense can you make of the situation? Use literature/theories/sources/academic research.

Students work + willing res to participate.
Work with peers + interact with each other

5. Conclusion: what else could you have done? What general conclusions can you draw from the experience?

Could have been start of creative process / give pupils chance to engage in that + develop ideas.
Instead focus lesson was on showcasing work.

6. Action plan: what will you do differently in future practice? Do you have an action plan?

Students want to engage in peer Assessment + confidence levels vary throughout a lesson. Some thrive during performance + others giving feedback.

Lesson 1, Friday 7th
8R ICT

Observation Form

Observation Details

Observer Name: Corine Woraker Date: 07/02/20 Time: L1 9.20

Lesson Teacher: Marina Denman

Research title: Does Structured Group/Pair Work Encourage Greater Engagement And Build Pupils Confidence To Participate?

Student Participant No. 1

Confidence: Went individual comp work - still got up to help peers.
Out of seat to showcase work - check how she is getting on.

Participation+ Show up early. Asking questions. - Wants to know what's happening.
 Engagement: Hands up & will answer questions

Effort + Asking others, if missed anything.
 Understanding: Wn respond appropriately to questions in front of class.
Showcase terminology -
thorough engagement with work, answering questions

Additional Try best + wants to impress / Asks & answers questions.
 Notes + sat alone at front.
 Observations: - Group & pair work difficult as class evidently keen

2 | Page

Student Participant No. 2

Confidence: ^{quiet entrance, sit with friends.}
During Solo Camp work - Show Cases what he
has done
Not afraid to ask for help + support.

Participation + Engagement ^{wants to do well -}
Partner will do written work - will respond verbally
to participate.

Effort + Understanding: Shows a lot of effort - Does not understand, but
will ask peers for support.

Additional Notes + Observations: ^{ask: 'can I trust you to do with your friends' - response}
loudly 'yes' feels confident when with friends.
Struggles linguistically + with language ↑

Student Participant No. 3

Confidence: ~~quiet entrance, sit with friends.~~
ASK for help - voice for his friend - Peer Assessment.

Participation + Engagement ~~Participates / engages in group work~~
Enables friend to access work. + makes sure
own work is completed.

3 | Page

Effort + Not afraid to ask for help, didn't understand opening
Understanding: - Solo work - looking at peers for support

Additional Notes + quiet entrance - Supportive Student,
Observations:

Additional Notes On Class: Engagement, participation and Confidence Focus:

LSA - involved in behaviour.
Socially Struggle - get on well solo

Reflection Model (Gibbs 1988)

Name	Martha Denman	Class	8A
Teacher	Miss Denman	Lesson Time	1
Date	7.2.19		

Gibbs's Reflective Cycle (Gibbs, 1998) helps you to understand and practice your reflective skills. Use the template to reflect on a recent event in which you demonstrated a reflected ability to improve or demonstrate the need for further learning or development

1. Description: What Happened?

groups of two assessed a piece of work identifying 'what went well' and 'even better if'. They also worked on self & peer assessing each others work.

2. Feelings? What were you thinking and feeling?

I thought the majority worked well as a group but there were some individuals taking a backseat.

3. Evaluation: What was good/ bad about the children's experience? (reflection on interview process)

Good - worked together in what is a very individual subject.
Bad - Some pupils sat back and let others do the work.

4. Analysis: what sense can you make of the situation? Use literature/theories/sources/academic research.

5. Conclusion: what else could you have done? What general conclusions can you draw from the experience?

I could have assigned pairs for the peer-to-peer assessment of my work.

6. Action plan: what will you do differently in future practice? Do you have an action plan?

In future I will pair pupils so to balance off each other whilst ensuring all pupils take part.

ECAD7004

Corine Woraker (1400972)

Appendices

Transcript 4th February 2020

Corine's Drama Lesson Interview

Thank the pupils, explain that there is no obligation to answer questions and if they would like to withdraw themselves that is not a problem.

Teacher: so how did you feel about today's lesson?

1: I did good, yeah

2: yeah

Teacher: why did you think it was good?

1: it was very productive

2: and we got to watch other people's creativeness come to life.

Teacher: that's brilliant, thank you. So, if you had to say what went well and even better if, like you did in the lesson. But about the lesson as a whole, what went well?

1: erm

3: erm a lot of people got their work done

Teacher: yeah fab, everyone got up and did it. Fantastic, so what could have improved the lesson?

2: erm

3: umm

1: maybe having a bit more time to rehearse? The thing

2: yeah

Teacher: yeah, so maybe if you had the last lesson with that cover teacher, you would have had more time? That would have been a bit better maybe? Um so how do you feel about working in groups?

1: it's nice

2: yeah, because you get to hear each other's' ideas and incorporate that into your own ideas and then write a script based on them

Teacher: yeah

1: it's like easier working with a group as well

Teacher: yeah? Why is it easier?

1: coz like if you're like working by yourself, or like in a pair, you've got like one or two characters but if you're in like a group, you've got multiple

Teacher: yeah exactly, so you've got more options then. So do you get to work in groups within other subjects?

All together: no

1: not really.

2: not much

Teacher: not much? Erm and did you work with people you don't usually work with?

1: I worked with my friends

2: I worked with my friends as well but not my best friends. It just brought me closer to other people in my form.

Teacher: oh brilliant, that is really nice.

1: I think that's what I would like to do more, maybe like, miss, like, choose our groups a bit more?

Teacher: yeah

ECAD7004

Corine Woraker (1400972)

Appendices

1: coz like in drama you kind of stick with your friend group, where like there's some people who really love drama and there's others that really don't like drama. So, you could have like a mixture of both of them?

2: although, some students in our class do mess around

1: yeah then it's like, if you're with your friends you know that they will respect you and take all your information in but if you're with like another group of people who you don't normally interact with, its sometimes harder to get your point across. Especially if they are messing around and that.

Teacher: that's fantastic, such a good point. So, like working with new people you said is good, because you're with new people with new twist, they might like drama more or it might not work because they might not like the subject, they might not respect you? That's fantastic, so how did you take part in the group work? Like what did you specifically bring to your group?

2: well, i

3: helping with the script

2: we helped develop the script form the original idea. From 3 characters to multiple characters. And we just changed the script completely and then erm advanced that script to a good one.

1: I was kind of the person who kept everyone on task. Coz then me and (Student Name) would do the script, but then you need the others to take part, so then I had to be like let's do this bit, let's do this bit. but I also think that's good because you get to learn leadership.

Teacher: yeah,

1: because obviously when you're in drama, you don't get to choose who you work with if you go professionally so it's good to have those people who do mess about so you get to learn at a young age how to show leadership.

Teacher: absolutely, thank you for that, lovely. So, did everyone take part in your group?

2: oh yeah, definitely

1: yeah, they all took part...

Teacher: so some more than others?

All: yeah

1: yeah, there's always like those people who mess about. Like they do the script but then sometimes you're always the one who does the writing?

Teacher: why do you think that is?

1: some people just don't like writing scripts?

2: or some people are faster at writing and they want to get it done so they can rehearse better. It might not always be as good if you rush it.

1: see I like making it up on the spot. Or like having a rough script but doing more improv than all the rest. Other people are like following the script.

2: sometimes you have to fill in for other people's groups, like (student name) did because someone was ill today. So, she had to learn her lines really quickly.

1: and I think this good to do improv as well, like to practice it like if you do a line wrong, you can just pick up from another place.

Teacher: did you feel confident to express yourselves within the group. Did you think you could say all your ideas? What you felt?

1: obviously, again you're with your group of friends, I don't know if it would be different if you weren't with your friends.

ECAD7004

Corine Woraker (1400972)

Appendices

2: if you're already friends with them but not that close, then I think that they would still listen to your ideas and take them into account. Then you feel like, better when they incorporate your ideas a bit more.

1: yeah, like when you're doing drama, and if you do it with a new group and they've done all their ideas and you haven't been included in much of the idea process, you don't really feel part of the production, you kind of feel like 'oh I'm just here doing my job'

Teacher: do you prefer working by yourself or in a group?

2: group

1: definitely a group

Teacher: just for drama or like all subjects?

1: I think all subjects

Teacher: (to student 3) how do you feel?

3: no, I prefer working alone because I get to control the whole thing and there's no mishaps.

2: yeah and, if you are alone. And you do a script and you tell everyone your exact script, if you mess up them people will know, and they will laugh at you a lot. If you don't tell them and you mess up as a group, then you can cover it up together. You don't have to say, 'oh sorry can we start again?' because you can just carry on with the lines

Teacher: right, so what do you like about working in a group?

1: I think it's the community you get, you obviously build upon friendships if you work in a group. Especially if you're in a big group you have to work on that, say if you don't like that person, you kind of have to get through it and you could build a friendship.

Teacher: yeah

2: like when we were doing Charlie and the chocolate factory, I became a lot close to those people in my form, doing the work.

1: working as a group you could like help them get together. I think as well, working in a group, like those students before had a lot of scene changes in their performance, if you're working by yourself you can't really do that.

2: and you can sort kinks out together

1: and I think as well, everyone's got different personalities, so you all bring like, different personalities into the show and I think because some people are mental and they just scream, but others are quiet and more reserved so working as a group you can kind of push those limits sometimes. Quiet people you can see if they want to be a bit louder

2: and loud people you can try and make them a bit quieter because then they can steal the show.

Teacher: fantastic. So can you think of a time either in this lesson or another, where you worked well within a group?

2: well, when I do drama and we choose our groups I usually work with the same people, but because they already had plans, I had to go with another group, so then seeing how we worked together was nice.

1: I think working as a group you always feel a little better, because if someone is ill you could share their parts into the group.

Teacher: can you think of a time? (to student 3)

3: no

Teacher: ok, no worries. What was your favourite part of the lesson?

2: probably seeing everyone's creativeness come to life

1: yeah watching other people.

ECAD7004

Corine Woraker (1400972)

Appendices

2: and see how the boys work together.

1: you find with the boys that you never see them doing anything, but somehow, they always have a piece of work.

2: which is actually really good!

1: you would never see them rehearse.

2: they came together well

Teacher: what did you learn?

2: how to work well in a group of people that you don't really work with.

Thank the pupils for participation and their time.

ECAD7004

Corine Woraker (1400972)

Appendices

Interview script – Lesson 2 Written up by Research Partner

c- how did you feel today's lesson went?

3- Good

2- good

- 1- **It was good miss but you know when everyone was talking and then miss had to put the stopwatch on we were 1 second away from staying in at break and then for us it wasn't the best of lessons we've had with you**

h- I think this lesson went well because we didn't have to have a detention

k- for the first time

c- what else went well apart from not having a detention?

k- the work was good most of us finished it including me and daisy

c- good that's really good. Anything that went well for you A?

a- No

c- What's even better then?

a- It went well because we all did work

C – fantastic yes

h- everyone listening the first time

k- we could have not had miss do the stopwatch, like just had everyone being quiet

c – how do you feel about doing your self and peer assessment? So working in a group

k- good

a- Was good

K – for me I'm not one of those people that is for the fancy things, I'm about work not fancy stuff.

C – good ok, what about working with a partner what was good about that?

k- good because me and daisy get on so that was good but if I was paired up with someone like s it would not have ended well.

C – how did your group work go h?

H – good

C – who did you work with?

H – A

C- aw fab , did you enjoy working together

A – Yeah

C – did you work with people you don't usually work with , do you usually work with a?

H – sometimes , I either work with (list names in the class)

K – if d is in I help her out

C – how did you take part in the group work?

A – I wrote good information

K – yes the www and ebi so miss can give us a level.

C – did everyone in your group take part, did they do something?

K & a – yeah

k- I helped d as I like to do work and she had some punctuation errors and so I corrected them for her.

C – your group a?

ECAD7004

Corine Woraker (1400972)

Appendices

a- Yes we all worked really well together

C – did you feel confident in your group to express your feelings?

K & a – yeah

C – do you prefer working in a group or as individuals?

K – for me I would prefer working on my own, in the form I don't get along with everyone. I moved form because I was bullied so much and so when it comes to groupwork I don't like to.

C – so a you said you prefer working in a group?? Whys that

A – I don't know

C – ok what about you H ?

H – group because I like to think for myself

C – good answer , what do you all like about working in a group?

H – that I get to work with my friends

K – you get to share ideas , you can have a debate on whether you agree or disagree

A – and do good work

C – can you think of another time in school that you worked in a group?

K – in p.e. we did hockey and you had to work in a team to win

C – boys?

H – no

C – a

A – no

C – what was your favourite part of the lesson?

K – going on the computers , helping people and finishing everything off and taking a break from things

C – what did you learn

A – peer assessment and spreadsheets

K – what I need to improve on so like I said I'm not a fancy person so I need to add colour and make it look pretty

C – lovely thankyou guys!



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Corine Woraker	Class:	8A
AoLE or Subject	Drama	Date:	04.02.2020
Lesson Focus:	Soap Operas		
Meaningful links to Curriculum	Oracy development. Diction, articulation and dialect focus. Performance and Peer Assessment.		
Meaningful links to: Cross Curricular Responsibilities	Community – understanding different dialects and colloquialisms, exploring them during the lesson. Utilising them to create character’s speech. Understanding story lines and plots come from real life, focus on different walks of life and experiences. Literacy link: oracy/ dialect		
Personal Targets (Linked to QTS and identified in weekly review)			
Pace and timing of the lesson. Make sure there is enough/ not too much time to cover everything. Control of the classroom, make sure they are listening before i speak. Dont fight the noise.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: To explore the naturalistic yet slightly exaggerated style of 'Soap Opera' acting To Look at main themes covered in Soap Operas To understand the use of Cliffhangers in Soap Operas.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
To create a soap opera scene within a group that has: - A dramatic soap opera story line - Different types of characters (child, teen, old) - A secret that gets revealed - A cliffhanger	Participation in exercises, positive attitude and respectful nature. Participate in group conversations and discussions. To be able to express non verbally soap opera acting, focusing on tone of voice and pitch. To decide what vocal/physical choices need to be made for Soap Opera acting. To be creative when approaching a task and provide individual input.

ECAD7004
Corine Woraker (1400972)
Appendices

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	(10 mins) Discuss lesson objectives. Return resources from last lesson, students to get into groups to discuss if they are hitting the success criteria. In order to achieve a successful soap opera you must have: - A dramatic soap opera story line/ plot - Different types of characters - A secret that gets revealed - A cliffhanger to end Group discussion, what do we need to add and/ what will we be working on to make sure we are performance ready? Students will be reminded today is the showback lesson, so they will only have a short while to prepare before the showback and AFL.	Students should APK (Access prior knowledge) and participate in starter conversation, remembering and recapping previous sessions on soap opera. This gives students who were absent previously a chance to catch up and to also solve issues with missing/new group members. - Students should be engaged with the task both explanation and execution. - Students should be respectful to eachother. Listening and responding appropriately. - Students should be creative in their responses and explore new ideas. - Students should show a willingness to participate, and attempt opportunities to step out of their comfort zone. - Student should recognise skills they are developing and be able to implement them during other tasks, lessons and life.	Hand out - Shoes off and outside of the space with the students belongings. - The space should be as bare as possible. Chairs and tables pushed to the side to avoid hazards. (if this cannot be done before the class enters the room, together and softly move the things to the side of the room.).
Teaching & Core Learning	<u>Groups set off in rehearsal space, they will have 15 minutes to ensure that they are performance ready, all the criteria is hit and then to recap and perfect their performance piece.</u> Teacher will circulate and make sure all groups are on track, providing constructive help and guidance to individual groups if needed.		
Plenary	Showcase and discuss short scenes. WWW/EBI? Recap success criteria with each group, did they achieve it? How? Students will peer assess eachothers work. Give group time to reflect after each performance and to collabarotatively come back with a constructive response. <u>Eastenders Zip, Zap Boing. (if time to end the session as a cool down)</u> Oi Av It Nah You aint my mother, (all) yes i am Ext: get outta my pub	A small plenary to end the session is good so that students have an opportunity to express themselves and share ideas and feedback with oneanother. Students should provide feedback and constructive criticism to one another, taking the sucess criteria into consideration. (the success criteria is present on their soap opera hand outs) For those who struggle they will be provided with a MAT that consists of terminology that is useful to help peer assess in the drama room, and sentence starters.	WWW/EBI mats

Lesson Plan – Phase 1 Evaluation of the Learning Experience (include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Students took part in rehearsals effectively; they have been working on this project for 3 lessons <u>now</u> so they were excited to be able to showcase their ideas. I gave them a while to go over their ideas and practice, making sure they are hitting all of the success criteria for the performance. The students took this time seriously and kept rehearsing their pieces religiously until I told them that their time was up. They were focused on task and quickly and efficiently completed their rehearsal time. When it <u>came</u> to giving feedback to one another, the group really pulled together. If a student struggled to get their words out or didn't know what to say, their peers would help support them verbally. The group used the literacy provided on the handout effectively, interpreting it and making it fit the situations they were witnessing. The group after having performed listened respectfully and responded well to their criticism from the group. Strong group work and participation in today's lesson. Individual participation within the group were amazing, most students pulled their weight during these tasks and played a great part of a team.
Next Steps for Progress	They shall move on to a new subject with their classroom teacher during the next lesson as my placement will be over.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Pace of the lesson- giving the students enough time to rehearse and recap on their work learnt previously. I wanted to make sure I gave the students enough time for rehearsal so pushed on the prepared time 5 minutes to make sure they could run through what is asked. Directing their attention to the success criteria was effective to make sure that the students understood what was being asked of them and to check that their responses were appropriate. It was effective the handouts I provided the students, and my ability to take what they were giving me as a response and inviting them to extend it. This pushed their ability and allows both the person giving and receiving the feedback to benefit.
Areas for my Development	Ensure pupils in the audience remain focused at all times, this is something I find quite difficult at times. – embedding appropriate classroom culture required for all drama lessons.
Personal Targets for Progress	More effective cold calling (<u>Lemov</u>) – not just student who want to respond, but students who will not put their hands up/have the confidence to participate verbally. More time for groups to collaborate to provide responses and engage in <u>others</u> ideas and formulate own opinions through group discussion.