

Appendix 1: Research Forms & Miscellaneous Documentation

- 1. Interview questions**
- 2. Leuven Scale engagement levels**
- 3. Consent letter**
- 4. Consent form**

Appendix 1.1 – Interview questions

Semi-structured interview

1. Did you enjoy the task?
2. What do you think went well about the task?
3. When I go back to my class how could I make this better?
4. Did speaking to others make you more confident about the topic? / Did you change your mind about any aspect?

Appendix 1:2 – Leuven scale

Leuven Scale of Active Engagement – Annex 1

Level	Engagement	Examples
1	Extremely low: the child shows hardly any activity	No concentration: staring, daydreaming; An absent, passive attitude; No goal-oriented activity, aimless actions, not producing anything; No signs of exploration and interest; Not taking anything in, no mental activity
2	Low: the child shows some degree of activity which is often interrupted	Limited concentration; looks away during the activity, fiddles, dreams; Is easily distracted; Action only leads to limited results.
3	Moderate: the child is busy the whole time, but without real concentration	Routine actions, attention is superficial; Is not absorbed in the activity, activities are short lived; Limited motivation, no real dedication, does not feel challenged; The child does not gain deep-level experiences; Does not use his/her capabilities to full extent; The activity does not address the child's imagination.
4	High: there are clear signs of involvement, but these are not always present to their full extent	The child is engaged in the activity without interruption; Most of the time there is real concentration, but during some brief moments the attention is more superficial; The child feels challenged, there is a certain degree of motivation; The child's capabilities and its imagination to a certain extent are addressed in the activity.
5	Extremely High: during the observation of learning the child is continually engaged in the activity and completely absorbed in it.	Is absolutely focused, concentrated without interruption; Is highly motivated, feels strongly appealed by the activity; Even strong stimuli cannot distract him/her; Is alert, has attention for details, shows precision; Its mental activity and experience are intense; The child constantly addresses all its capabilities: imagination and mental capacity are in top gear; Obviously enjoys being engrossed in the activity.

Professor Ferre Lavers, Leuven University, Belgium

HMIE Good Practice Conference: Dynamic Learning in the Early Years, 2008

Appendix 1:3 – Consent letter

INFORMATION SHEET

PROJECT TITLE: Does Implementing the Traverse Method Improve Engagement in Primary School Classes.

Dear Parent / Guardian,

Our names are Andrew Davey, Zoe Lewis and Liisa ap Hywel we are studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. We are currently student teacher's within Treorchy Primary and are teaching in your child's class.

We would like to invite your child to participate in our research project. The title of the project is Does Implementing the Traverse Method Improve Engagement in Primary School Classes? We aim to observe how children engage with a particular way of encouraging discussion. Through your child's participation, we will consider whether the Traverse method, which involves children standing in line and moving to speak to different pupils encourage taking part.

We will be choosing three children at random from the class and making a note of whether they are participating in the activity. We will then have an interview with a group of children from the class to ask whether they enjoyed the activity.

All names will be kept strictly confidential and will only be known to us and their class teacher. 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 lesson observation and group interview, we 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 to our PGCE course. The results of this study will be stored on One Drive and all raw data will be destroyed once the assessment has been marked.

We thank you in advance for your time. If any questions do arise, feel free to contact any of us at your convenience.

Yours sincerely,

Andrew Davey, Zoe Lewis and Liisa ap Hywel.

Appendix 1:4 – Consent form

CONSENT FORM

PROJECT TITLE: Does Implementing the Traverse Method Improve Engagement in Primary School Classes.

Name of Researchers: Andrew Davey, Zoe Lewis and Liisa ap Hywel.

Please initial box

1. I confirm that I have read and understand the information sheet dated **XXXX** 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 **in the envelope provided to by the of (date)**

Thank you.

Appendix 2: Lesson 1 (Year 6) Observation Data

1. Leuven Scale Data (Observer 1)
2. Leuven Scale Data (Observer 2)
3. Interview answers
4. Start, Stop, Continue reflection sheet
5. Brookfield's 4 Lenses reflection sheet

The Leuven Scales Group Two Minute Observation Sheet

Date: 27/01/2020

Time: 9am

Area of Learning

1LC

What is being observed?
Engagement

What is the child doing?
Traverse

1. **Extremely low** – Pupil hardly shows any activity, no concentration, passive attitude, no mental activity.
2. **Low** – Pupil shows some activity, but it is often interrupted, easily distracted, action only leads to limited results.
3. **Moderate** – Pupil is busy without real concentration, activities are short lived, capabilities are not used to their full extent.
4. **High** – Clear signs of involvement, but these are not always present to their full extent, engagement without interruption.
5. **Extremely high** – Continuously engaged in activity, absolutely focused, mental activity and experience are intense.

Pupils:	Listening 2 Minutes	Talking 4 Minutes	Listening 6 Minutes	Talking 8 Minutes	10 Minutes
Child A ^{JE}	5	5	5	5	5
Child B ^{IL}	5	5	5	5	4
Child C ^{LE}	4	4	3	2	1

Appendix 2.1: Leuven Scale data 1.

The Leuven Scales Group Two Minute Observation Sheet

Date: 27/01/2020

Time: 09:00

Area of Learning

LLC.

What is being observed?
engagement

What is the child doing?
traverse

- **Extremely low** – Pupil hardly shows any activity, no concentration, passive attitude, no mental activity.
- **Low** – Pupil shows some activity, but it is often interrupted, easily distracted, action only leads to limited results.
- **Moderate** – Pupil is busy without real concentration, activities are short lived, capabilities are not used to their full extent.
- **High** – Clear signs of involvement, but these are not always present to their full extent, engagement without interruption.
- **Extremely high** – Continuously engaged in activity, absolutely focused, mental activity and experience are intense.

Pupils:	2 Minutes	4 Minutes	6 Minutes	8 Minutes	10 Minutes
Child A JE	5	5	5	5	5
Child B IL	5	5	5	5	4
Child C LE	4	4	3	2	1

Appendix 2.2: Leuven Scale data 2.

Appendix 2.3: Interview Answers.

① ~~yes~~ yes for all

- SE

- IL

- LE

② (C) learned new facts & pass on knowledge

(A) Talking to new people & making new friends

(B) Nobody would interrupt each other

③ (C) ~~change order of moving around~~ ^{don't move around because} It can be complicated

(A) Longer time for thinking before activity

(B) Speak more quietly so that people can hear
Maybe whisper.

④ (C) I guess - already v. confident

(A) yes

(B) yes.

Appendix 2.4: Start, Stop, Continue reflection

Start, stop and continue observation sheet

1. Stop – What part of the activity did not go well?

- Time taken to order the children

2. Start – What will we do differently as a result of this lesson?

- Give the children thinking time

- Explain activity before learners move into position

- Children to whisper to their partner

3. Continue – What part of the activity will be carried over?

- One speaking, one listening

Appendix 2.5: Brookfield's four lenses reflection

Brookfields four lenses reflection tool

Self (The observations and Stop, start and continue)	• consider how activity could be started effectively. • Thinking time. • Children to whisper • Continue, one speaking one talking
Children (Interviews)	• All enjoyed activity - learning new facts, talking to new people, less interruption. • more thinking time, less movement, whisper • All commented this improved knowledge on topic
Peers (Teacher survey)	1. More 2. Yes 3. It was a refreshing approach to a lesson intro. will use for lots of subjects. Can see it working really well for 'checking out' at the end of the week.
Literature	Lemov (2015) Thinking time

Appendix 3: Lesson 2 (Year 4) Observation Data

1. The Leuven Scale Observation Data (Observer 1)
2. The Leuven Scale Observation Data (Observer 2)
3. Interview responses
4. Stop, Start, Continue Reflection
5. Brookfield's Four Lenses Reflection

The Leuven Scales Group Two Minute Observation Sheet

Date: 28/01/2020

Time: 9am

Area of Learning

LLC

What is being observed? engagement

What is the child doing? - Traverse

1. **Extremely low** – Pupil hardly shows any activity, no concentration, passive attitude, no mental activity.
2. **Low** – Pupil shows some activity, but it is often interrupted, easily distracted, action only leads to limited results.
3. **Moderate** – Pupil is busy without real concentration, activities are short lived, capabilities are not used to their full extent.
4. **High** – Clear signs of involvement, but these are not always present to their full extent, engagement without interruption.
5. **Extremely high** – Continuously engaged in activity, absolutely focused, mental activity and experience are intense.

Pupils:	2 Minutes ^T	4 Minutes ^L	6 Minutes ^T	8 Minutes ^L	10 Minutes ^T
Child A ^S	4	4	4	4	4
Child B ^E	4	2	3	2	2
Child C ^L	4	2	3	2	2

* different topic

The Leuven Scales Group Two Minute Observation Sheet

Date: 28/01/20

Time: 9am

Area of Learning

LLC

What is being observed?
Engagement

Traverse

What is the child doing?

-not a whole class activity.

Traverse

1. **Extremely low** – Pupil hardly shows any activity, no concentration, passive attitude, no mental activity.
2. **Low** – Pupil shows some activity, but it is often interrupted, easily distracted, action only leads to limited results.
3. **Moderate** – Pupil is busy without real concentration, activities are short lived, capabilities are not used to their full extent.
4. **High** – Clear signs of involvement, but these are not always present to their full extent, engagement without interruption.
5. **Extremely high** – Continuously engaged in activity, absolutely focused, mental activity and experience are intense.

Pupils:	2 Minutes	4 Minutes	6 Minutes	8 Minutes	10 Minutes
Child A ^S	3	3	4	3	4
Child B ^E	3	2	2	2	2
Child C ^L	3	2	3	3	3

Appendix 3.2: Leuven scale (Observer 2)

-on K topic

Appendix 3.3: Interview answers

Focus group interview questions

1. Did you enjoy the task?
2. What do you think went well during the task?
3. If we were to do this again, would you do anything differently?
4. Did speaking to others make you more confident about the topic?

- L - yes

- E - yes

- S - yes

2. L - I liked it because we like talked about it.

E - I liked it because people were telling you what they know.

S - I liked it because we all got a go at telling each other things.

3. E - add more stuff

S - would have liked to talk about Ceftr.

All - yeah -

peer Learning.

Appendix 3.4: Stop, start, continue reflection

Start, stop and continue observation sheet

1. Stop – What part of the activity did not go well?

- The subject could have been more engaging.
- Size of the group was difficult.
- no need for whispering.

2. Start – What will we do differently as a result of this lesson?

- more linked to topic.
- when compared it was better to have children speak + listen to each other before moving.

3. Continue – What part of the activity will be carried over?

- We liked speaking taking turns.

Appendix 3.5: Brookfield's four lenses reflection

Brookfields four lenses reflection tool

Self (The observations and Stop, start and continue) - children take turns talking to each other. - speaking taking turns. - more engaging subject.	
Children (Interviews) Children enjoyed task. ~~They~~ They enjoyed sharing what they know.	
Peers (Teacher survey) Q1. More Q2. Yes. 3. Would have been better if the children spoke about a topic (eg. Cells).	
Literature Peer learning Topping (2005).	

Appendix 4: Lesson 3 (Reception/Year 1) Observation Data

- 1.The Leuven Scale data (observer 1)
- 2.The Leuven Scale data (observer 2)
- 3.Interview responses
- 4.Stop, start, continue reflection
- 5.Brookfield's four lenses reflection

The Leuven Scales Group Two Minute Observation Sheet

Date:

30 31.01.20

Time:

9:00

Area of Learning	
topic	20 min
What is being observed?	20 min
Engagement	60 s
What is the child doing?	60 s
Traverse	60 s

Time it takes to be very thinking of one, simple or multiple

20 min when shared

1. **Extremely low** – Pupil hardly shows any activity, no concentration, passive attitude, no mental activity.
2. **Low** – Pupil shows some activity, but it is often interrupted, easily distracted, action only leads to limited results.
3. **Moderate** – Pupil is busy without real concentration, activities are short lived, capabilities are not used to their full extent.
4. **High** – Clear signs of involvement, but these are not always present to their full extent, engagement without interruption.
5. **Extremely high** – Continuously engaged in activity, absolutely focused, mental activity and experience are intense.

Pupils:	2 Minutes	4 Minutes	6 Minutes	8 Minutes	10 Minutes
Child A	5	2	toilet	toilet	1
Child B	5	2	1	1	1
Child C	5	2	2	2	4

The Leuven Scales Group Two Minute Observation Sheet

Date:

Time: 09:00

31.01.20	Area of Learning	
Topic	more than one thing	
What is being observed? Engagement	faces vs long	
What is the child doing? Traverse	20 mins for 90 secs	

1. **Extremely low** – Pupil hardly shows any activity, no concentration, passive attitude, no mental activity.
2. **Low** – Pupil shows some activity, but it is often interrupted, easily distracted, action only leads to limited results.
3. **Moderate** – Pupil is busy without real concentration, activities are short lived, capabilities are not used to their full extent.
4. **High** – Clear signs of involvement, but these are not always present to their full extent, engagement without interruption.
5. **Extremely high** – Continuously engaged in activity, absolutely focused, mental activity and experience are intense.

Pupils:	2 Minutes	4 Minutes	6 Minutes	8 Minutes	10 Minutes
Child A J	4 spacing	1 1	1 child went to toilet	1 toilet	1
Child B HM	5	1	4, 3	1	2
Child C JP	5	2	4	2	5

Appendix 4:2 – Leuven scale (observer 2)

interest in dinosaurs

Appendix 4:3 – Interview responses

1. J - Y
JP - Y
AM - Y

2. ~~liked standing up &~~
AM - look turns w/ partners.
JP - liked talking about facts
J - Raptors run.

3. AM - ~~legs got dead~~ sit down to drink
JP - Music - I would never
J - NO. do it again
legs ache.

4. Yes - JP
AM - Yes - simlie means similar.
J - Yes.

James not engaged during questioning.

Appendix 4:4 – Stop, start, continue reflection

Start, stop and continue observation sheet

1. **Stop** – What part of the activity did not go well?

- Too complicated for learners.
- Wasted too much time of the lesson.
- Topic was not broad enough for conversation.

2. **Start** – What will we do differently as a result of this lesson?

- work in smaller groups as a plenary instead of an introduction activity.
- vary question types.

3. **Continue** – What part of the activity will be carried over?

- Opportunity to stand up during learning.

Appendix 4:5 – Brookfield's four lenses reflection

Brookfields four lenses reflection tool

Self (The observations and Stop, start and continue)	- Too complicated for learners. - Lots of wasted time.
Children (Interviews)	- Enjoyed standing up to learn - All enjoyed task - Friends could tell you what they know
Peers (Teacher survey)	~~Agree~~ Q1. Same Q2. No. Q3. Activity was good at providing the children with a chance to listen to peers. Too complicated to organise. Maybe would have worked better as a plenary.
Literature	Evans & Jones (2007) Perspectives on oracy