

ECAD7004/C- Appendices

Content:

Appendix A- Blank Documents:

- A.i- Observation sheet
- A.ii- Key Student Questionnaire
- A.iii- Information letter
- A.iv-Consent form- Parents and Participants.

Appendix B- Raw Data

- B.i- Lesson One- Observation Sheet A
- B.ii- Lesson One- Observation Sheet B
- B.iii- Lesson One- Key Student Questionnaires.
- B.iv- Lesson Two- Observation Sheet A
- B.v- Lesson Two- Observation Sheet B
- B.vi- Lesson Two- Key Student Questionnaires.
- B.vii- Lesson Three- Observation Sheet A
- B.viii- Lesson Three- Observation Sheet B
- B.ix- Lesson Three- Key Student Questionnaires

Appendix C- Content from Own Lesson Study

- C.i- Lesson Plan
- C.ii- Lesson reflection
- C.iii- Examples of student work

Appendix A- Blank Documents

A.i- Observation Sheet- Adapted from the Leuven Scale.

Date: _____

Observer: _____

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Student Level of Involvement (adapted from the Leuven Scale)

		A	B	C
1.Extremely low:	No concentration: an absent, passive attitude			
	No goal-orientated activity, aimless actions, not producing anything			
	No sign of interest			
2.Low	Limited concentration			
	Is easily distracted			
	Actions only leads to limited results			
3.Moderate	Routine actions: is not absorbed in the activity			
	Limited motivation, no real dedication, does not feel challenged			
	Does not use capabilities to full extent			
4. High	Is engaged in the activity			
	Most of the time there is real concentration but with brief moments of distraction			
	Is motivated and challenged			
5.Extremely High:	Is absolutely focused			
	Is highly motivated and consistently on task			
	Shows precision, attention to detail and works to full capabilities			

Additional Comments

A-

B-

C-

Involvement Definitions:

1. Extremely low- The child shows little to no activity.
2. Low- The child shows some degree of activity but which is often interrupted.
3. Moderate- The child is busy the whole time, but without real concentration.
4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

A.ii- Key Student Questionnaire

Questionnaire – Research Project

<u>The task</u>	
How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	
Do you think that all members of your group were equally involved? (circle your answer)	
<u>The learning</u>	
What skills did you have to use?	
Do you feel that you had enough prior knowledge to complete the task?	
<u>The experience</u>	
How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	

A.iii- Information letter

INFORMATION SHEET

PROJECT TITLE: The effectiveness of mixed ability group work

Dear Parent / Guardian,

Our names are [REDACTED] and we are studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. We are currently student teachers within [REDACTED] and are teaching in your child's class.

I would like to invite your child to participate in my research project. The title of the project is "The effectiveness of mixed ability group work" where we aim to identify the benefits or disadvantages of mixed ability groups. Through your child's participation, I hope to ascertain how to improve the effectiveness of student group work.

The session will be a standard lesson taught by ourselves following the school's curriculum. During the lesson one of us will lead the session while the other two observe the class. After this there will be a questionnaire for a select number of pupils to complete, taking no more than 5 minutes.

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 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 a secure storage device 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 us at your convenience.

Yours sincerely,

[REDACTED]

A.iv- Consent forms- Parents and Participants

CONSENT FORM (PARENTS)

PROJECT TITLE: The effectiveness of mixed ability group work

Name of Researchers: [REDACTED]

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

CONSENT FORM (PARTICIPANTS)

PROJECT TITLE: The effectiveness of mixed ability group work

Name of Researchers: [REDACTED]

Please initial box

1. I confirm that I have read and understand the information sheet for the above study. ☐
2. I understand that my participation is voluntary and that I am free to withdraw from the study at any time, without giving any reason. ☐
3. I understand that I can choose to withdraw at any time, without giving a reason. ☐
4. I understand that the information given by me will be used in a university assignment. ☐
5. I understand that my name will not appear at any time. ☐
6. I agree for myself to take part in the above study. ☐

Participant's name

Participant signature

Date

Appendix B- Raw Data

B.i- Lesson One- Observation Sheet A

Date: 3/2/20

Observer: [REDACTED]

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Geography Year 8 - Group task Benefits & Problems of settlement growth.
Pupils Create mindmap of Pos & Neg. Points summarised in letter to Council

Student Level of Involvement (adapted from the Leuven Scale)

		A	B	C
1. Extremely low:	No concentration: an absent, passive attitude	x		
	No goal-orientated activity, aimless actions, not producing anything	x		
	No sign of interest	x		
2. Low	Limited concentration			x
	Is easily distracted	x		x
	Actions only leads to limited results			x
3. Moderate	Routine actions: is not absorbed in the activity			x
	Limited motivation, no real dedication, does not feel challenged			x
	Does not use capabilities to full extent			x
4. High	Is engaged in the activity			x
	Most of the time there is real concentration but with brief moments of distraction			
	Is motivated and challenged		x	
5. Extremely High:	Is absolutely focused		x	
	Is highly motivated and consistently on task		x	
	Shows precision, attention to detail and works to full capabilities	x		

Additional Comments

- A- Disengaged with task, possibly due to gender ratio?
- B- Focussed on task, actively participating in discussion
- C- Contributing to group work, distracted at times

Involvement Definitions:

1. Extremely low- The child shows little to no activity.
2. Low- The child shows some degree of activity but which is often interrupted.
3. Moderate- The child is busy the whole time, but without real concentration.
4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

H- Blue
Disengaged.
Only boy in group?
Distracted by lanyard

M- Yellow
Focussed on teacher
Involved in group discussion.

L- Red
Contributing.
Distracted by task-lanyard.

B.ii- Lesson One- Observation Sheet B

Date: 03/02/2020

Observer: [REDACTED]

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Geography year 7, learning about development in cities and the impact.

Student Level of Involvement (adapted from the Leuven Scale)

		A	B	C
1. Extremely low:	No concentration: an absent, passive attitude			
	No goal-orientated activity, aimless actions, not producing anything	X		
	No sign of interest	X		
2. Low	Limited concentration			X
	Is easily distracted			X
	Actions only leads to limited results			X
3. Moderate	Routine actions: is not absorbed in the activity	X		
	Limited motivation, no real dedication, does not feel challenged	X		
	Does not use capabilities to full extent	X		X
4. High	Is engaged in the activity		X	
	Most of the time there is real concentration but with brief moments of distraction		X	X
	Is motivated and challenged		X	
5. Extremely High:	Is absolutely focused		X	
	Is highly motivated and consistently on task		X	
	Shows precision, attention to detail and works to full capabilities		X	

Additional Comments

- A- uncomfortable in group
- B- Motivated and positive contribution
- C- Wanted to be involved but did not dominate.

Involvement Definitions:

1. Extremely low- The child shows little to no activity.
2. Low- The child shows some degree of activity but which is often interrupted.
3. Moderate- The child is busy the whole time, but without real concentration.
4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

Year 7 - Geography

[REDACTED] contributing the most when whole class teaching is taking place.

Blue:

- Not dominating
- Not participating - potentially because of factors - one boy with all girls.
- Responds positively to 1-1
- No contribution to class questioning.

Red:

- Chatty but off task, interacts with teacher (positive)
- No contribution in front of class

Yellow:

- Not dominating
- Participating somewhat
- Chatty with teacher
- Not much contribution in front of class

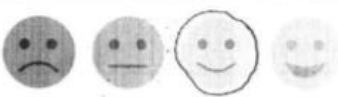
Blue + Red taking across groups

confident in group

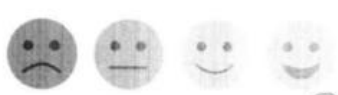
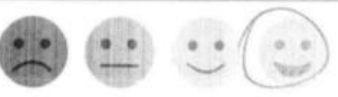
peers looked to her for help

B.iii- Lesson One- Key Student Questionnaires

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	we first talked about the pros/cons about settlement growth, then we wrote a letter to the council about how we feel about the new north cardiff development
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	writing, communication, teamwork, using pre knowledge about the subject, numeracy skills, literacy skills
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	I was totally happy with the subject's however i wasn't keen on the groups

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	we worked in groups to talk about the pros and cons of settlement growth then wrote a letter about the development of the north of cardiff
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	Oracy teamwork
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	I would want to know more about the development of north of cardiff so I could make a more educated argument

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	We wrote what was good & or bad about large cities
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	teamwork, literacy skills
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	Teacher coming around to see if everyone is working together or if there are just 2 people doing everything

B.iv- Lesson Two- Observation Sheet A

Date: 04/02/20.

Observer: [REDACTED]

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Year 7 Maths Constructing a helicopter in groups.

Student Level of Involvement (adapted from the Leuven Scale)

		A	B	C
1. Extremely low:	No concentration: an absent, passive attitude			
	No goal-orientated activity, aimless actions, not producing anything			X
	No sign of interest			X
2. Low	Limited concentration	X		X
	Is easily distracted	X		X
	Actions only leads to limited results			
3. Moderate	Routine actions: is not absorbed in the activity			
	Limited motivation, no real dedication, does not feel challenged			
	Does not use capabilities to full extent	X	X	
4. High	Is engaged in the activity	X	X	
	Most of the time there is real concentration but with brief moments of distraction	X	X	
	Is motivated and challenged			
5. Extremely High:	Is absolutely focused			
	Is highly motivated and consistently on task			
	Shows precision, attention to detail and works to full capabilities			

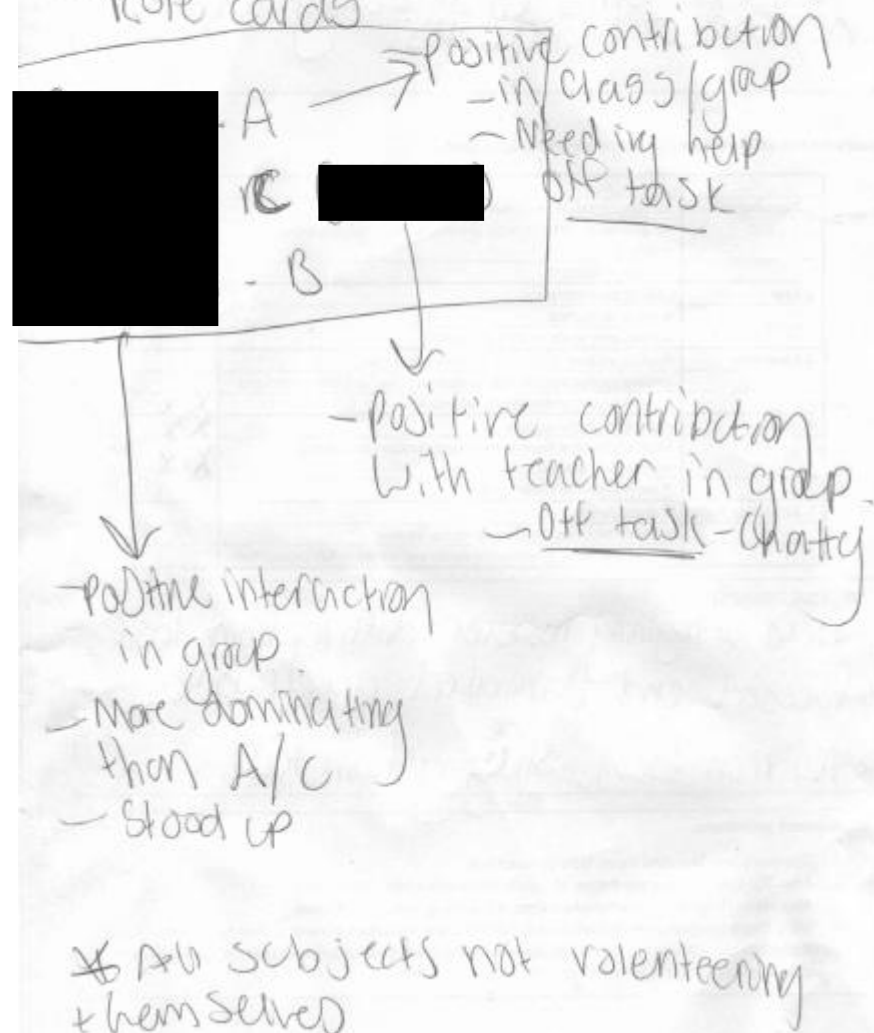
Additional Comments

- A- focus at beginning however drifting from task.
- B- focused and dominated group work.
- C- No real focus, straying from task.

Involvement Definitions:

1. Extremely low- The child shows little to no activity.
2. Low- The child shows some degree of activity but which is often interrupted.
3. Moderate- The child is busy the whole time, but without real concentration.
4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

- Could have numbers on tables or move table by table.
- Responsive class
- Role cards



B.v- Lesson Two- Observation Sheet B

Date: 4/2/2020

Observer: [REDACTED]

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Mathematics - Helicopter Challenge - Students follow instructions to create their own 'helicopters' to test out down the school's stairway. Students decide on their helicopter's dimensions in order to try and maximise fall time.

- One helicopter per group of 4/5.

Student Level of Involvement (adapted from the Leuven Scale)

		HA	MA	LA
		A	B	C
C -	1. Extremely low:			
	No concentration: an absent, passive attitude			
	No goal-orientated activity, aimless actions, not producing anything			✓
C -				
	No sign of interest			
C -	2. Low			✓
	Limited concentration			✓
	Is easily distracted			✓
C -				
	Actions only leads to limited results			
C -	3. Moderate			✓
	Routine actions: is not absorbed in the activity			✓
	Limited motivation, no real dedication, does not feel challenged			
C -				
	Does not use capabilities to full extent	✓		
A -	4. High	✓	✓	
	Is engaged in the activity	✓	✓	
	Most of the time there is real concentration but with brief moments of distraction	✓		
A -				
	Is motivated and challenged			
B -	5. Extremely High:		✓	
	Is absolutely focused		✓	
	Is highly motivated and consistently on task		✓	
B -				
	Shows precision, attention to detail and works to full capabilities		✓	

Additional Comments

- A - Shows engagement with the activity but is distracted - drawing images on the board. Focus wanes with time but has moments of real concentration.
- B - Takes control of the activity, is highly focused throughout.
- C - Shows limited engagement. Is distracted by playing/organising her bag. Staring out the window, gossiping. Engagement deteriorates with time.

Involvement Definitions:

1. Extremely low- The child shows little to no activity.
2. Low- The child shows some degree of activity but which is often interrupted.
3. Moderate- The child is busy the whole time, but without real concentration.
4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

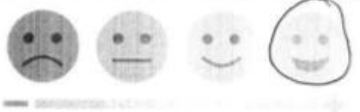
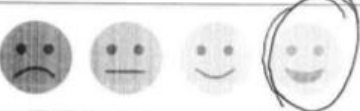
Additional Notes

- ✗ Students had mixed reactions to the revealing of groups.
- ✗ Sense of competition between groups is a motivator.
- ✗ Some squabbling over ^{roles} ~~roles~~.
- ✗ Majority of students engaged in task - at least to begin with. Seem to enjoy task.
- ✓ Student engagement deteriorates when teacher leaves the room to take helicopters to drop.
- ✗ Group sizes work well (4)

B.vi- Lesson Two- Key Student Questionnaires

A

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	We had to make helicopters in groups to see how long it will take to get down the staircase
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	Creative, teamwork
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	Nothing

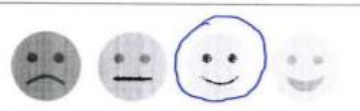
Letter B

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	It was really fun easy and we got to improve our skills and we did debating and had so many ideas to improve it. We had lots of tries to improve it was like if we were doing a business and needed to be safe perfect. I was really nice and amazing.
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	debating skills we had like improving in helicopters and we used measurement skills and it was so much teamwork.
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	Nothing maybe the designs nothing

C

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	it was really fun we had to make these helicopters out of paper and we had to test it out to see which one came the slowest.
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	Team work, and Carefulness we did not rip the paper
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	Nothing I think it was good.

B.vii- Lesson Three- Observation Sheet A

Date: 4/2/2020

Observer: [REDACTED]

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context: Y10

Business Studies - Business propositions including marketing mix.
5 groups of 3-4 students.

Student Level of Involvement (adapted from the Leuven Scale)

		A	B	C
1. Extremely low:	No concentration: an absent, passive attitude			
	No goal-orientated activity, aimless actions, not producing anything			
	No sign of interest			
2. Low	Limited concentration			
	Is easily distracted			
	Actions only leads to limited results			
3. Moderate	Routine actions: is not absorbed in the activity			
	Limited motivation, no real dedication, does not feel challenged			
	Does not use capabilities to full extent			
4. High	Is engaged in the activity			
	Most of the time there is real concentration but with brief moments of distraction			
	Is motivated and challenged			
5. Extremely High:	Is absolutely focused			
	Is highly motivated and consistently on task			
	Shows precision, attention to detail and works to full capabilities			

Additional Comments

- A- Consistently on task - actively contributing to group work.
B- Very limited activity - periodically engaged verbally but passive in terms of activity
C- Takes control of the task - listens to others input - produces most of the work but is distracted by others. Is pressured by the others into sharing feedback for the group.

Involvement Definitions:

1. Extremely low- The child shows little to no activity.
2. Low- The child shows some degree of activity but which is often interrupted.
3. Moderate- The child is busy the whole time, but without real concentration.
4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

Additional notes

- X Very resistant to working in groups to start with.
- X Once activity starts - much more engagement.
- X Arguments due to differences in opinion over business proposal - shows a level of engagement.
- X focus + engagement increases with time

B.viii- Lesson Three- Observation Sheet B

Date: 4/2/20

Observer: [REDACTED]

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Business Studies- Designing a business including marketing mix

Student Level of Involvement (adapted from the Leuven Scale)

		A	B	C
1. Extremely low:	No concentration: an absent, passive attitude		X	
	No goal-orientated activity, aimless actions, not producing anything		X	
	No sign of interest		X	X
2. Low	Limited concentration		X	
	Is easily distracted		X	
	Actions only leads to limited results		X	
3. Moderate	Routine actions: is not absorbed in the activity			X
	Limited motivation, no real dedication, does not feel challenged			
	Does not use capabilities to full extent			
4. High	Is engaged in the activity			X
	Most of the time there is real concentration but with brief moments of distraction	X		XX
	Is motivated and challenged	X		X
5. Extremely High:	Is absolutely focused	X		
	Is highly motivated and consistently on task	XX		
	Shows precision, attention to detail and works to full capabilities	X		

Additional Comments

A. Totally on task, actively contributing to group work

B. Mostly distracted with moments of being on task. Only contributor verbally.

C. Mostly on task despite rest of group not participating. Being distracted by group members. Main contributor

Involvement Definitions:

1. Extremely low- The child shows little to no activity.
2. Low- The child shows some degree of activity but which is often interrupted.
3. Moderate- The child is busy the whole time, but without real concentration.
4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

A. [REDACTED] On task

B. [REDACTED] Distracted

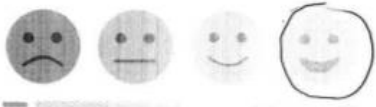
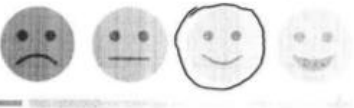
C. [REDACTED] On task

Disruptive classroom refused to work in groups

B.ix- Lesson Three- Key Student Questionnaires

A

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	group task writing a business plan.
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	teamwork
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	the original groups - would prefer to choose own

B

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	hard didn't get anything
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	Im dumb
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	I don't know

C

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	We wrote a description on how to start a takeaway shop.
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	Thinking and working with other people
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	have more time.

Appendix C- Content from Own Lesson Study

C.i- Lesson Plan



Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Rose Owen	Class:	7FY
AoLE or Subject	Geography	Date:	3/2/20
Lesson Focus:	The benefits and problems of settlement growth		
Meaningful links to Curriculum	Working together as a group, collaborating to form opinions and to produce a piece of writing (letter)		
Meaningful links to: Cross Curricular Responsibilities	Literacy- composing a letter (letter template provided- checked accuracy with English PGCE student)		
Personal Targets (Linked to QTS and identified in weekly review)			
➤ Change tone of voice more frequently to differentiate between praise and instructions. ➤ Don't continue with the lesson until all disruption has stopped.			

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

- Identify and explain the benefits and problems associated with settlement growth.
- Form opinions and make decisions by weighing up some pros and cons.

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)
Group mind map of problems/benefits associated with settlement growth	Multiple benefits/problems are identified using both general knowledge and logical thinking as well as the image prompts provided.
Group letter to Cardiff Council stating opinions and explain the problems/benefits that would be caused by the building of a new development in Cardiff.	A range of problems/benefits are explored with students describing the potential impacts. Proof readers should check that literacy is to a high standard.

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)	A PP Slide displaying students' groups and tables is shown on the board (tables set up prior to lesson, books on tables) Collection of Consent Forms: Reminder of the fact that students can remove consent at any time and their data won't be used. Recap of previous lesson	Students to read title and NOD Check understanding: what is meant by pros and cons?	
Teaching & Core Learning	Show students images of rapid settlement growth in different cities. Stress that images may be of cities but to also think of small towns that may have rapidly expanded.	London pic question- why is the difference not as noticeable as in the Asian cities?	

	After the 5 mins pictures put up on the board to aid thinking. Mini pleatry- Go through students problems/benefits hands down approach- each table asked to contribute. Show New Cardiff Development concept.	Group mindmaps: 3 tables look at problems 3 tables look at benefits SWAP AFTER 5 MINS Further 5 mins. Students to compose a letter, as a group, to Cardiff Council stating their opinion on the proposed new development (group opinion put down to vote) the letter should contain an explanation of the foreseen impacts whether they are positive or negative. Students to allocate: Scribes and proof readers.	Wallpaper Felt tip pens Letter template- addresses correctly set out (literacy link)
Plenary		Students peer assess (as groups) the letters from the previous task. EBIs and WWWs on the board.	

C.ii- Lesson Reflection

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' mindmaps of the problems and benefits of settlement growth were very detailed and included many valid points. Discussions during the mini-plenary showed that students could make links between problems and benefits . Overall the group work aspect was successful- I was impressed by the geographical discussions I overheard whilst circulating the room. Students built on each others ideas i.e. child one: "there would be more traffic" child two: "Then there would be more pollution". The second task (letter task) showed that students were able to use the outcomes of the first task to be able to reach a group decision and begin to compose arguments for or against the proposal.
Next Steps for Progress	Complete the letter task and look at preparation for the upcoming assessment. (handling quantitative data)



Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Preparing the room prior to students arriving ensured that there was minimal disruption at the beginning of the lesson- students were able to quickly identify their groups and seats. The images shown at the beginning of the lesson of examples of settlements that have grown rapidly (i.e. Dubai) interested and engaged students. Students seemed to be impressed and shocked by the change shown in these photographs, especially given the amount of time between photographs. On the whole students worked well in groups. Providing each student with a felt tip when producing the group mindmaps aided in allowing all to be involved.
Areas for my Development	Consider allocating student roles in group tasks to further increase participation. Smaller groups? 4 per group to further increase participation. Make the second task of writing a letter an individual task in order to provide a range of different styles of learning that includes both group and individual tasks.
Personal Targets for Progress	Work on responsive teaching- consider changing/swapping group members in response to observed practice.



C.iii- Examples of Student Work

