

Appendices

Date and time, year group:

Thursday 21st September in Year Four class - Progression Step Three.

Where and When:

The morning lesson during the focused task about inferences.

What Happened?

The lesson involved writing inferences based on a piece of clothing the teacher provided, this was a shoe. They went around each table, giving the learners a shoe to work on for their inference task. The aim of the task was for the learners to create as many inferences they could based on the information that already knew related to inferences, along with information they had about the shoe that was given during the task, they were also give a time limit to complete the task (10-15 minutes). During the task, the HA girls remained focus and worked collaboratively together, they were communicating and sharing the shoe and any information or comments they had with each other, they supported one another to help them complete the task. While the learners were working on their task, I noticed the teacher only visited the HA girls table on a few occasions compared to the other tables, they visited the other tables more frequently and spent more time giving support and feedback compared to the HA girls table. On one occasion, the teacher checked their progress and commented on their 'great teamwork'. Another occasion, the teacher went to give them the additional information about their shoe and lastly, the teacher also came to the table to check progress again and listen to the children's ideas for their work. The teacher was discussing the task with them, asking questions such as 'will that help you?' and praising their ideas and effort into the activity. One of the learners shared her answers with the teacher and the teacher praised the child by nodding and saying, 'what you just told me is an inference, well done' before moving onto the next table.

Four Purposes:

Enterprising, creative contributors who:

- Connect and apply their knowledge and skills to create ideas and products
- Give of their energy and skills so that other people will benefit

Healthy confident individuals who:

- Form positive relationships based upon trust and mutual respect

Areas of possible exploration:

- Why did the teacher only visit the table on a few occasions? Teacher's interaction with high ability learners.
- Use of Co-operative learning within the classroom.
- Vygotsky's social constructivism theory and Zone of Proximal Development - believed children learnt through interactions with others and they are active individuals for the creation of their own development and learning.
- Constructivism Learning Theory - learners construct their own learning, make connections between existing and new learning.

Notes:

- Noise level was at a manageable level during the lesson, one period the teacher intervened to control the noise and remind the learners of the focus of their task.
- Children were grouped on tables based on their academic ability:
 - 4/5 Children in each group/table.
 - High ability (HA) was separated based on gender - Boys to the left, girls to the right, they were located at the back of the classroom.
 - Low ability (LA) table is in front of the HA boys with the teaching assistant.
 - English as a second language (ESOL) is in front of the HA girls.
 - Four children sat in a row in front of the whiteboard, one child had a visual impairment and the others were average ability.

Sketch of Classroom Layout

