

Appendices

Appendix A.

Observation Schedule

Date:	Student Teacher:		Observer:		Year:	
	Child A		Child B		Child C	
Body language (Comment)						
Work Ethic (1-5 rating)	AM	BW	AM	BW	AM	BW
Collaboration (Comment)						
Quality of work (1-5 rating)	AM	BW	AM	BW	AM	BW
<i>Additional Notes:</i>						

*1-5 scale: 1 = low, 2 = moderately low, 3 = moderate/usual, 4 = moderately high, 5 = high.

Body Language

Primary assessment tool. Observer only.

Work Ethic

Assessed in action - effort and reliance on HA partner. To be observed by the student teacher and observer to increase validity.

Collaboration

Assessed in action - number of meaningful conversations with partner. Observer only.

Quality of Work

Assessed post-task through books and/or supporting work. To be observed by the student teacher and observer to increase validity.

Appendix B.

Focus Group Interview Questions

- How did you feel working with...?
- Would you like to work with ... again? Why?
- How *confident* did you feel completing the task with?
- On a scale of 1-10, how *motivated* were you doing this task? What could've/would've *motivated* you more?
- Did you notice any differences from working with your usual partner?
- What help did you get during this task?

Alternative words:

- Confident - easy
- Motivated - excited

Appendix C.

Reflection Pro-Forma

Autobiographical lens: Think about the situation in relation to your previous experiences and your current reactions and feelings. Consider how your own experience influenced your views and how it may have resulted in physical and emotional responses.	Student's views: Review by looking through the student's eyes. Consider how their reactions and past experiences may have influenced behaviours. Refer to answers also given during the interviews.
Knowing the children has already placed some bias before starting the study. The relationships of children also had potential to distract from the research - this was evident in its pupils. Big change in pupils' behaviour as some friendships overtook the focus on learning. would be nice for a trial lesson. CE group was effective.	A welcome change to usual partners and a chance to work with friends. They would see this as a good start to the lesson but could become distracted. Behaviour changed with some children became strongly silly - limitation of study. Perceived as a treat which raised excitement level off topic discussions could occur.
Colleagues' Views: Include the view of your colleagues, including their experiences and observations. This will offer greater insights into what happened and allows you to discuss ways to improve.	Theoretical Literature: Review your findings in critical literature in order to improve your practice. Theories will help you gain new insights and better understanding. Refer your reading to the 4 other lenses, to gain a more rounded view.
Unaware of usual standards and approaches to learning so perhaps had thoughts of immaturity amongst the class. Made it difficult to determine some footing of study. Excessive levels could have been deemed excessive.	One off research lesson did not work due to behaviour so next time I would do the study over a week. Wellbeing through the week of students is increased but an extended research length would inhibit colleagues routines and query reliability.

Brookfield's (2005) Four Lenses reflection strategy has been chosen due to the models ability to reflect through different perspectives. Crucially, we can reflect through the eyes of the learner. As well as practical and personal views, it also allows for reflection through the literature.

Appendix D.

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education		1B	
Session Plan – Key Stage 2			
Name of trainee: <i>Andrew Morgan</i>		Date: <i>20.02.19</i>	
Session ref: <i>W5 Literacy - Persuasive Writing</i>			
Personal target(s) in relation to QTS: 53.2.4 <i>They identify and support more able and talented learners, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. They may have guidance from an experienced teacher where appropriate.</i>			
Year group: <i>3</i>	No. of learners: <i>22</i>	ALN: <i>Child 4 - EAL Child 6 - S & L</i> <i>Child 11 - EAL Child 15 - S & L</i> <i>Child 13 - EAL Child 7 - BSDE</i> <i>Child 17 - EAL</i>	
Additional Adults: <i>1</i>			
Learning objective(s): <i>Writing a persuasive advert.</i>		Success criteria: <i>I know what persuasive means.</i> <i>I can use persuasive language.</i> <i>I can apply persuasive language in an advert.</i> <i>(additional success criteria for books to be printed)</i>	
Links to previous learning: <i>To conclude the mini project, children are going to write a persuasive advert for their smoothies.</i>			
Curriculum coverage (range, skills): - Literacy: Writing across the curriculum - Organising ideas and information - Meaning, purposes, readers: note down ideas to use in writing - Literacy: Writing across the curriculum - Organising ideas and information - Writing for different purposes. - Literacy: Writing across the curriculum - Writing accurately - Languages: use vocabulary related to the topic or subject context - Literacy: Reading across the curriculum - Locating selecting and reading information - Reading strategies: identify different purposes of texts, e.g. to inform, instruct, explain.			
Literacy (LNF): STRAND: <i>Reading across the curriculum.</i> ELEMENT: <i>Locating, selecting and using information.</i> ASPECT: <i>Reading strategies - skim to gain an overview of a text, e.g. topic, purpose; identify different purposes of texts, e.g. to inform, instruct, explain; use visual clues, e.g. illustration, photographs, diagrams and charts, to enhance understanding.</i>		Numeracy (LNF): STRAND: <i>Developing numerical reasoning.</i> ELEMENT: <i>Identify processes and connections - identify the appropriate steps and information needed to complete the task or reach a solution.</i>	
DCF: - IWB - Powerpoint - Use of IWB as a writing tool.	Thinking: - Recalling/Retrieving previous knowledge. - Construct plans. - Organise ideas and information. - Linking ideas together.	ESDGC: - Sustainability of their product. - Why should we use cardboard packaging not plastic? - Recycling and impact on the environment.	YCC: - Incidental Welsh to be used throughout: • Commands • Praise

	- Metacognition: how can we use previous knowledge to help us with this task?	- Why drink healthy smoothies impact on our health and wellbeing. - Choices of healthy smoothies, water and pop.	
--	---	---	--

Key vocabulary (English/Welsh):

Persuasion, advert, encourage, sway.

Time	Session activities, organisation and management	Key questions & AfL opportunities
15	<u>Introduction</u> Recap the 8 features that have been heavily discussed over the last week or so. <i>In new pairs, can they identify all 8?</i> Work together on modelling an incredible opening. The opening is the hook for readers - very important to start well. <i>Model the 4 features that will be focussed on today.</i>	<u>ALN</u> EAL: Support from cooperative learning groups where needed. Check in with child 17 straight away. S&L: Additional process time. Support from cooperative learning. Constant check ins. BSDE: Differentiated worksheet. Cooperative learning group to support. Additional sheet to support. Constant check ins. If work complete - reward. <i>Most of the information they need they've done so they need to flick back.</i> <i>Children will have example on the board to help them.</i>
35	<u>Main activities</u> Children will write ideas for the first 4 sections; Special offers, exaggerated adjectives, catchy slogan & rhetorical questions. Think where these features will best fit in the advert. <i>Leave the example on the board for children to take ideas from and guide them in the layout.</i>	Key question throughout - Would you want to buy it? Checklist to aid independence and accurate completion of task. AfL - peer checking, books in RAG trays & reading a good example.
10	<u>Plenary</u> Read through some good examples. Magpie ideas if necessary. AfL > <i>7 mins plenary - 3 mins tidy up on counter.</i>	

Appendix E

Date: 20/02/19 Student Teacher: Andrew Morgan Observer: Bradley Watkins Year: 3						
	Child A		Child B		Child C	
Body language (Comment)	Disengaged at times, fidgeting with a piece of paper.		Often slumped on desk when on-going class discussion took place, with partner discussion. Fidgety at times. Often looking around room - lacked concentration.		Interested in discussion with partner, positive body language throughout.	
Work Ethic (1-5 rating)	AM	BW	AM	BW	AM	BW
	2	3	3	2 - Often reluctant.	5	4
Collaboration (Comment)	Often lacked discussion with partner. Often debated partner - esp. topic discussion.		Lacked on-topic discussions. did not present ideas to partner. Instead, partner answered independently.		In depth discussions with partner. Would collaborate effectively, bouncing off each other's ideas.	
Quality of work (1-5 rating)	AM	BW	AM	BW	AM	BW
	3	3	3	3	4	4
Additional Notes:					Seemed to enjoy collaborating with partner.	

Body Language

Primary assessment tool. Observer only.

Work Ethic

Assessed in action - effort and reliance on HA partner. To be observed by the student teacher and observer to increase validity.

Collaboration

Assessed in action - number of meaningful conversations with partner. Observer only.

Quality of Work

Assessed post-task through books and/or supporting work. To be observed by the student teacher and observer to increase validity.

1-5 scale: 1 = low, 2 = moderately low, 3 = moderate/neutral, 4 = moderately high, 5 = high.

A Child A interview

Work in with
Social friendship

- 1) It was really fun because I was working with my best friend.
- 2) Yes, I really enjoyed working with Mia, because I liked working with my best friend.
- 3) Confident because I had lots of help from Mia. I ~~liked~~ ^{liked} asking her for help which I don't normally.
- 4) 8 - Writing adverst together.
- 5) More talking and help.
- 6) Helped me remember 8 features and 'Wow' words.

Child B - EAT. (Interview)

- 1) Good - He helped me with my work. He gave me ideas.
- 2) Yes, - because he helps me.
- 3) ~~5~~ 5 In the middle.
- 4) 5.
- 5) Usual partners always. I doesn't help.
- 6) He helped with ideas of what the question was again.

child interview

- 1) It was hard work, it was alright. I enjoyed it.
- 2) Yeah, but i'd prefer to keep working with Jack.
- 3) I was very confident, I thought it was very easy. I'd like to do it again.
- 4) 10 -
- 5) No, no differences.
- 6) She helped with what we had done previously, we talked about it.

Appendix F

Date: 21/2/19 Student Teacher: Bradley Walston Observer: Andrew Morgan Year: 2						
	Child A		Child B		Child C	
Body language (Comment) (M) (S)	Fiddling with fingers. Answered questions - already answered - listening? (M) AU +		Sat well - good eye contact. Answered directives @ very well - articulate. (M) All +		Lost concentration after 10 mins - looking around and at the wall. Re-engaged but eyes looking around. (M) slow start - responded well to prompts + afterwards.	
Work Ethic (1-5 rating)	AM	BW	AM	BW	AM	BW
	4	5	4	5	3	3
Collaboration (Comment)	Helping each other - asking each other a's.		Helping each other. No interaction with each other. No attempt to engage with partner.		Received help + encouragement from friend. Partner allowed her to copy. Partner corrected spelling and helped change it.	
Quality of work (1-5 rating)	AM	BW	AM	BW	AM	BW
	3	3	4	4	5	5
Additional Notes:	Bouncing ideas, worked really well together.		No interaction with anyone but BW. Very independent with work.		Bounced off each other well, seem like good friend. More copying than discussions.	

Body Language

Primary assessment tool. Observer only.

Work Ethic

Assessed in action - effort and reliance on HA partner. To be observed by the student teacher and observer to increase validity.

Collaboration

Assessed in action - number of meaningful conversations with partner. Observer only.

Quality of Work

Assessed post-task through books and/or supporting work. To be observed by the student teacher and observer to increase validity.

*1-5 scale: 1 = low, 2 = moderately low, 3 = moderate/usual, 4 = moderately high, 5 = high.

Child A

- double thanks up² - really easy
- Yes - easy to work with him
- So easy - went it harder - easy because helping each other
- Super excited - 9
- Lack of understanding @ - did more work.
- Write information and recall.

child B

- Good - because don't normally work together
- Yes - helping each other, telling spelling, helped to get done
- Really easy - just writes down quick
- Really excited - 9
- Nothing different
- Writing

child c

- Good - she waited for me before leaving on
- Yes - she's my friend.
- Easy - she was helping me.
- Really excited - I was working with different people - enjoys
- More help than usual.
- Good weather.

Appendix G

		School 1			School 2		
Questions	Child A	Child B	Child C	Child A	Child B	Child C	
Q1	Really easy	Good - don't normally work together	Good - patient with me	Fun - she's my friend	Good - helped	Enjoyed it	
Q2	Yes - easy to work with	Yes - easy to work with	Yes - she's my friend	Yes - easy to work with	Yes - helped me	Yes - helped me but prefer usual partner	
Q3	So easy, helping each other	Really easy, helping each other	Easy, helping each other	Really easy, helping each other	Really easy, helping each other	Really easy	
Q4	9	9	9	8	5	10	
Q5	Participant didn't understand Q	Nothing	More help than usual	More help than usual	Usual partner annoys me	Nothing	
Q6	Writing	Writing	Writing	Helped me remember key bits	Helped me remember key bits	Helped me remember key bits	
<u>Key takeaways</u>							
Q1	Good - patience, friendships, different						
Q2	Yes - easy to work with, helped me and friendships						
Q3	Really easy - helping each other						
Q4	8						
Q5	More help than usual						
Q6	Helped me remember, writing						
*Information shortened for purpose of synthesis.							

	School 1						School 2						Averages	
	Child A		Child B		Child C		Child A		Child B		Child C			
Work Ethic	4	5	4	5	3	3	2	3	3	2	5	4	3.6	
Quality of Work	3	3	4	4	5	5	3	3	3	3	4	4	3.7	
	AM	BW	AM	BW	AM	BW	AM	BW	AM	BW	AM	BW		
Body Language	1) Fiddling		1) Good eye contact		1) Fiddling		1) Fiddling		1) Fiddling		1) Good eye contact		4	Fiddling
	2) Slumped		2) Attentive		2) Daydream		2) Slumped		2) Slumped		2) Attentive		3	Helping each other
Collaboration	1) Asking each other questions		1) No interaction		1) Copied work from partner		1) No interaction		1) Off topic discussion		1) Asking each other questions		2	Asking each other Q's
	2) Helping each other				2) Helping each other				2) Copied partner		2) Helping each other.		2	Attentive
													2	Good eye contact
													2	No interaction
													1	Copied partner
													1	No interaction
													1	Daydream
													1	Off topic discussion