

Lesson Study 1 (LS1) - Appendices

Appendix A – Planned Method of Observation notes/data

/ 31/1/20

1 TASK
2 TASK
3 TASK

Observation sheet

What is the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

Number of pupils – 24 – School name

Based on 3 pupils and 3 levels of attainment.

1. How many times was the strategy attempted? (3 before me)

Pupil	Tally
A H	1 teacher.
B M	1
C L	1

↓
Thinking

2. Which part of the strategy seemed to have the biggest impact on the pupil through observation?

	A	B	C
Thinking time –	☐	☐	☒
Resources –	☐	☐	☐
Asking a friend –	☒	☒	☐
Teacher input –	☐	☐	☐

→ consider for task 2 jigsaw.

2b. How was the impact on the learner evident?

Understanding (workings out, counting)

Completion of task

Increase of motivation

Decrease of motivation

	A	B	C
Understanding (workings out, counting)	☒	☒	☒
Completion of task	☒	☒	☒
Increase of motivation	☒	☒	☒
Decrease of motivation	☐	☐	☐

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3. When was the strategy explained and was it repeated throughout the lesson?

Reminder of what we do on CP. - start of lesson.
children showed good knowledge.

3b. Did the pupil use the strategy when reminded or consistently throughout the lesson?

Pupil	Reminders			
	1	2	3	4
A				
B				
C				

4. Were there any steps of the strategy skipped? If so by which pupil?

A + B - wanted to work with friend.
C - continued with story independently.

Help desk not used
- due to Friday.

5. Were there any of the children who did not use the strategy at all?

A and B were working together on the two tasks that they participated in. They were engaged in the task working collaboratively and only looked for support from myself when needed. (on the jigsaw)

C - very independent on three tasks during the session. Used a lot of thinking time and working alongside a friend.

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6. Leuven scale – Engagement within the context of the task.

Pupil-

1. Extremely low

2. Low

3. Moderate

4. High

5. Extremely high

A

B

C

① TASK 1
② TASK 2
③ TASK 3
④ TASK 4

✓ RP

✓ RP

✓ globe

✓ globe

✓ story

✓ fact file

✓ imaginative story

Level	Engagement	Signals
1	Extremely low	Hardly shows any engagement No motivation displayed to take part in the task No work completed Absent from thought and participation regarding the task provided
2	Low	Some engagement within the task Taking part but no motivation to complete the task Very small amount of work completed Often distracted
3	Moderate	Partly engaged and busy at times with the task provided Few signs of valuable involvement within the task Easily distracted from the task
4	High	High activity with some period of intense engagement. Distracted on few occasions Valuable input to the lesson on different occasions
5	Extremely high	Continuous activity and consistent periods of intense engagement Helping peers in line with the strategy Greatest involvement within the task Completed all work Persistent and motivated throughout the whole lesson Valuable input to the lesson on many occasions

General observation notes:

A+B Learners starting saying done most - then joined role play
C - on story - working independent

A+B - moved to globe working with another pupil
→ friendship??

C - moved to task 2 - factfile. - showed friend what to do.
moved with friend -

Appendix B – Further Observation Notes

A + B

thoroughly engaged in jigsaw task working
and collaborating with another pupil.

↘ I was asked for input twice.
↓
prompted using the picture before
helping which the learners
responded to.

Class teacher mentioned challenge winner.

↘ reminded the group about their
challenges.

① moved to task ③

↓
very independent.

↓ thinking themselves.

things to consider/observations.

- Friday - all learners engaged and knew what the tasks were.
- learners clearly know that CP is independent or working with their group.
- Given would you need the help desk if it offered

Appendix C – Interviews

Appendix C1 – Child A (lower) interview notes

PUPIL
(A)

(scribbled)

(scribbled)

Interview questions

What is the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

Pupil – (A) (L)

After session

PQ = Probing questions

Semi structured interview – Allowing the interviewer to expand and ask additional questions depending on the answer. Any additional questions or information to be recorded under the question asked.

1. What is 'see 3 before me'?

Explained well – ☒

(Explained all aspects of the strategy and described examples of it being used.)

Moderate understanding – ☐

(Some good description of the strategy and what it involves.)

No understanding – ☐

(No answer relating to the strategy, aspects of the strategy with no examples used.)

2. Did you know what you needed to do in your activity?

clear understanding.

- Explain the work you did. PQ

3. Which part of the 'see 3 before me' did you use?

worked with friend.

- Which is your favourite? PQ Asking friends

4. Is there any part that you didn't do in the lesson?

(A) - didn't use anything Help desk.
(B) - then remembered they asked me for help)
- Why didn't you use it? PQ → understanding
happy with friends.

Lesson Study 1 (LS1) - Appendices

5. Do you think see 3 before me helps you in today's lesson?

- Why? PQ

If I didn't have my friend I would find it hard - not finish anything.
~~Booklets~~ - ~~Asked me for help.~~

6. If I taught the lesson again, what else could help you when your stuck with your work?

Booklets helped before.
Always remember.

7. Summary discussion with key points – Anything else you would like to say that helps you when you're stuck in a lesson?

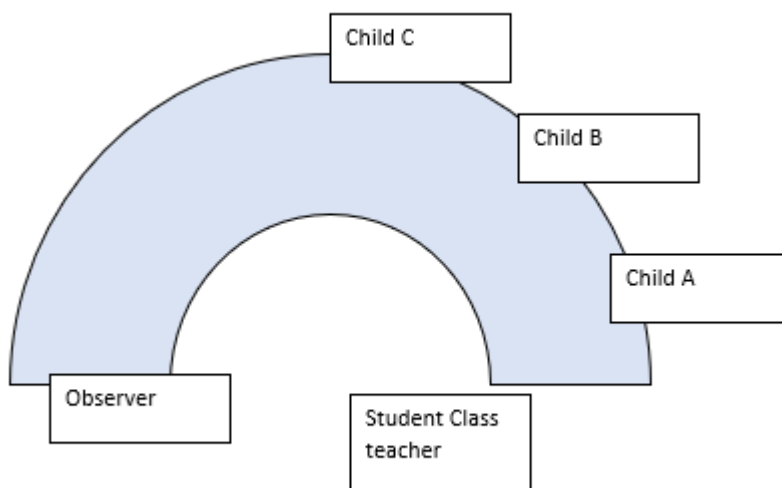
spelling journal

General comments

C (H)T - work by myself.

A - only asked Sir for help when stuck on jigsaw

Diagram of seating arrangements



Appendix C2 – Child B (middle) interview notes

(B) M

Interview questions

What is the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

Pupil –

After session

PQ = Probing questions

Semi structured interview – Allowing the interviewer to expand and ask additional questions depending on the answer. Any additional questions or information to be recorded under the question asked.

1. What is 'see 3 before me'?

Explained well – ☒

(Explained all aspects of the strategy and described examples of it being used.)

Moderate understanding – ☐

(Some good description of the strategy and what it involves.)

No understanding – ☐

(No answer relating to the strategy, aspects of the strategy with no examples used.)

2. Did you know what you needed to do in your activity?

worked alongside (A)

- Explain the work you did. PQ

3. Which part of the 'see 3 before me' did you use?

did not use any.

- Which is your favourite? PQ

ask friend

4. Is there any part that you didn't do in the lesson?

~~didn't~~ Asked sir for help.

- Why didn't you use it? PQ

Lesson Study 1 (LS1) - Appendices

5. Do you think see 3 before me helps you in today's lesson?

- Why? PQ ~~using~~ yes very helpful.

6. If I taught the lesson again, what else could help you when your stuck with your work?

Help desk - forgot what it was (L) - worth considering to remember.
(M) - understands
Books - giving answers (M) - on help desk.

7. Summary discussion with key points - Anything else you would like to say that helps you when you're stuck in a lesson?

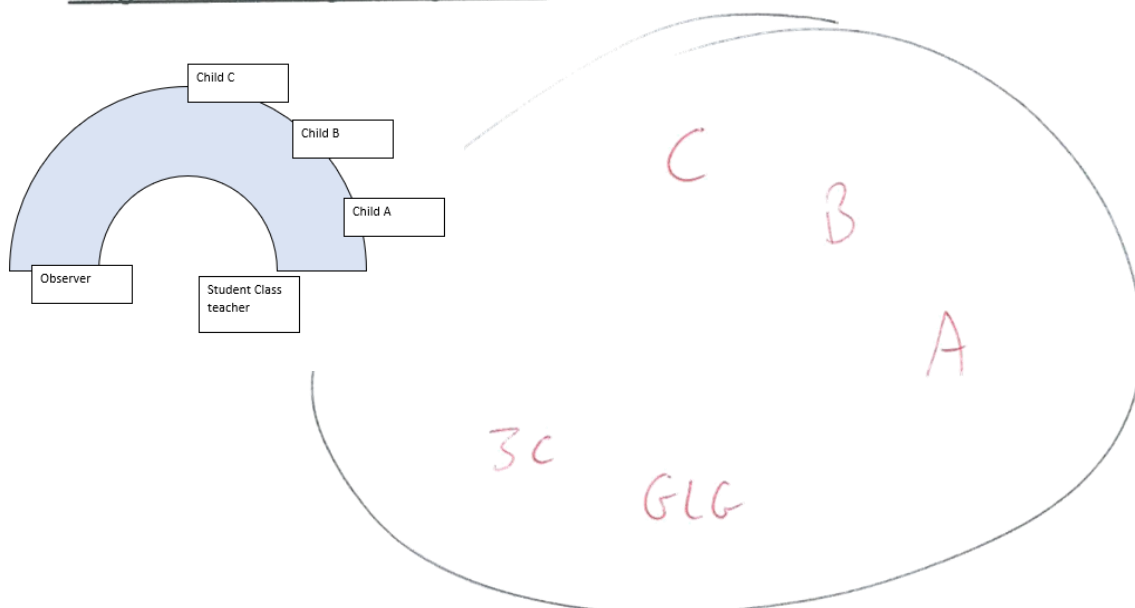
Help desk (L)
nothing - confident Help desk before teacher.
"I wouldn't use it anyway"

General comments

(M) - work by myself.

(A) - forgot what the help desk was.

Diagram of seating arrangements



Appendix C3 - Child C (higher) Interview notes



Interview questions

What is the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

Pupil –



After session

PQ = Probing questions

Semi structured interview – Allowing the interviewer to expand and ask additional questions depending on the answer. Any additional questions or information to be recorded under the question asked.

1. What is 'see 3 before me'?

Explained well – ☒

(Explained all aspects of the strategy and described examples of it being used.)

Moderate understanding – ☐

(Some good description of the strategy and what it involves.)

No understanding – ☐

(No answer relating to the strategy, aspects of the strategy with no examples used.)

2. Did you know what you needed to do in your activity? - Knows it most of the time.

- Explain the work you did. PQ Explained 3 areas + completed. worked by self. in a pair

3. Which part of the 'see 3 before me' did you use?

Asking friends.

- Which is your favourite? PQ

Asking friends are favourite.

4. Is there any part that you didn't do in the lesson?

only did ask friend didn't use any other.

- Why didn't you use it? PQ

like asking friends. - Could complete.

Lesson Study 1 (LS1) - Appendices

5. Do you think see 3 before me helps you in today's lesson?

yes - wouldn't
of been able to do it
without a friend.

- Why? PQ

Fact file.

6. If I taught the lesson again, what else could help you when your stuck with your work?

Spelling Journal - on help desk.

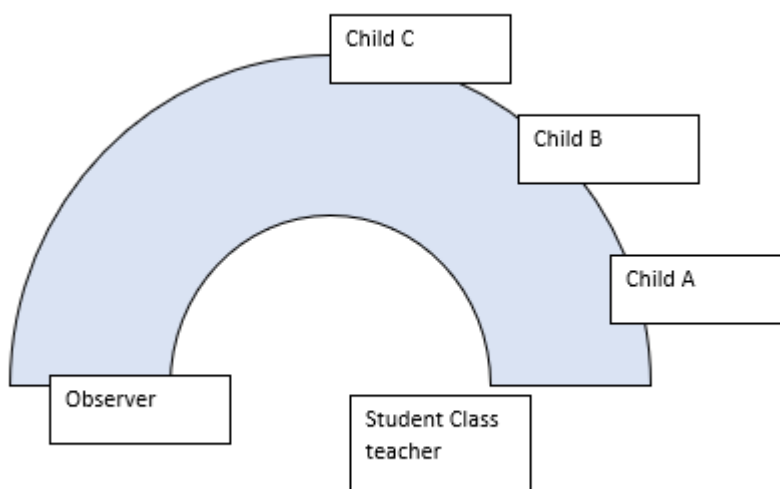
7. Summary discussion with key points – Anything else you would like to say that helps you when you're stuck in a lesson?

Some independant time
and some time asking friends.

General comments

always remembers 3 before me.
things on help desk they forget
to use.

Diagram of seating arrangements



Lesson Study 1 (LS1) - Appendices

Appendix D – ARC reflections

Appendix D1 – ARC Reflection complete by Observer

Assisted Reflective Conclusions (ARC) Model

Date: 31/1/20

Research Project (focus): The impact of the strategy "See 3 before me" on learners in the foundation phase during a continuous task.

Lesson Study experience reflection	
<u>Feelings</u> What are your feelings regarding the use of "See 3 before me" during the lesson study?	children explained to clearly about the strategy. Reminded once. children were very independent and did discuss and ask friends predominantly. Help desk wasn't used. - worth considering.
<u>Remember and Understand</u> "Can you list the aspects of the lesson study that went well?"	- views contrast following the interview. - learners were independent - strategy contributed to that.
"What were the elements of the lesson study that were disappointing?"	- Help desk could have had more resources. - observation on a Friday - learners completed most - less use of strategy.
<u>Evaluate and analyse</u> "What will you keep the same to ensure effective teaching and learning in the future?"	3 before me strategy. same order. - CP focused.
"What was the cause of the most important disappointing element?"	- space. - bigger picture of finished product. - space the reason for this.
<u>Conclusions and actions</u> "What are your possible solutions to the disappointing issues identified?"	- something on the help desk for every task. - cross curricular resources. - Increase area size. - number of CP areas.
"What will you do next?" (consideration of changes to the lesson study for 2 nd observation)	- Remind about the strategy repeatedly, 5 at least. - Consider resources - accessible and relevant. - Monday - new tasks and week.

Lesson Study 1 (LS1) - Appendices

Appendix D2

ARC reflection completed by Class teacher

Assisted Reflective Conclusions (ARC) Model

Date: 31/01/20 .

Research Project (focus): The impact of the strategy "See 3 before me" on learners in the foundation phase during a continuous task.

Lesson Study experience reflection	
<u>Feelings</u> What are your feelings regarding the use of "See 3 before me" during the lesson study?	I reminded the whole class and discussed each step of the strategy well. Good understanding of the strategy from the class. Seemed to be a theme of asking friends over any other part.
<u>Remember and Understand</u> "Can you list the aspects of the lesson study that went well?"	The views contrast between participants, of different attainment. Parts of the strategies were used.
"What were the elements of the lesson study that were disappointing?"	Could of had more resources on the help desk, specific to each area.
<u>Evaluate and analyse</u> "What will you keep the same to ensure effective teaching and learning in the future?"	The 3 before me Strategy. - Same order. CP focused.
"What was the cause of the most important disappointing element?"	Space in the classroom - no room to include specifics for each and every area. - Observation on Friday - learners ^{less use for it.} completed at.
<u>Conclusions and actions</u> "What are your possible solutions to the disappointing issues identified?"	Cross curricular resources. Try to increase area size. look at the number of CP areas.
"What will you do next?" (consideration of changes to the lesson study for 2 nd observation)	- Remind and reinforce Strategy throughout the whole lesson. At least 5 times. - Consider resources. - Completing CP at beginning of week - new task.

Lesson Study 1 (LS1) - Appendices

Appendix E

Continuous Provision Plan

Highlighted tasks used by participants during lesson study



Cynllunio i Gyfoethogi'r Ddarpariaeth **Planning for Enhanced Provision**

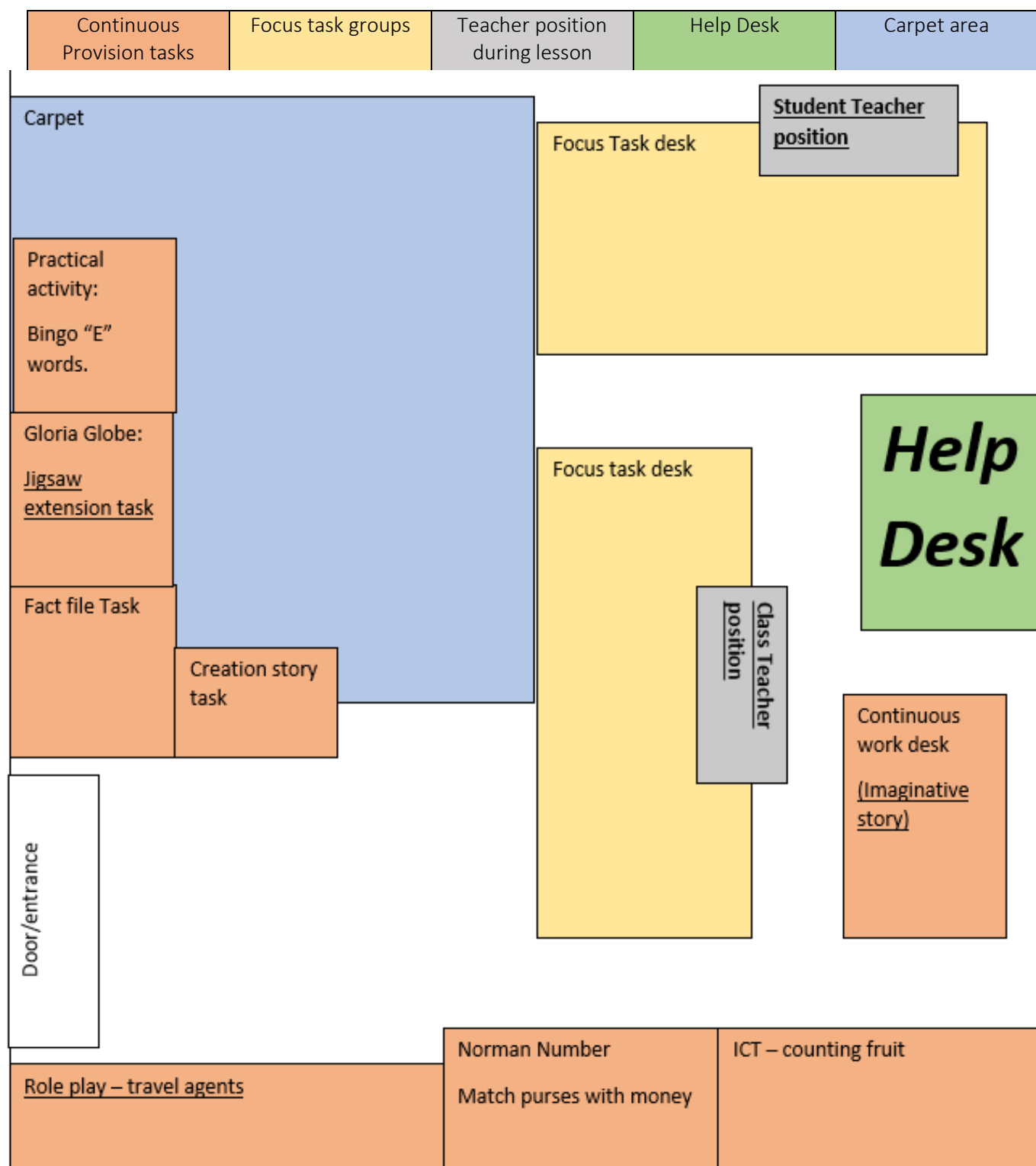
Student Teachers should complete boxes for planned enhanced activities including learning objectives where appropriate.

Dyddiad /Date: 24/1/20

<u>Ardal Darllen/ Reading Area</u> (PSE area) To sequence the creation story.	<u>Ardal Darganfod/ Discovery Area</u> (Gloria Globe area) To match the thermometers and temperature game Extension: Map of the world jigsaw	<u>Ardal Mathemateg/ Mathematics Area</u> (Norman Number area) To match the purses to the correct amount of money.
<u>Ardal Creu / Creative Area</u> To write your own Imaginative story.	<u>Ardal Chwarae Rôl/ Role Play Area</u> Travel agents: To use the different currencies of money to book a holiday. Use the computer to find the prices.	<u>Wrth y bwrdd/ Table top</u> To create a fact-file about bananas
<u>ICT</u> Counting Fruit Count the fruit and make a tally chart. Use the tally chart to create a graph on the computer.	<u>Ardal Corfforol/ Physical Area</u> (practical area) Magic E words bingo	

Appendix F
Classroom Layout/Setup

Key:



Appendix G – Planned Method of observation notes/data

03.02.2020.

Observation sheet

What is the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

B. School 2

Number of pupils – 24.

Based on 3 pupils and 3 levels of attainment.

1. How many times was the strategy attempted? (3 before me)

Pupil	Tally	
A		1
B		1
C		1

1st resource.
 asking friend + thinking.
 2nd resource.
 asking friend + thinking.
 3rd resource.
 asking friend + thinking.

2. Which part of the strategy seemed to have the biggest impact on the pupil through observation?

	A	B	C
Thinking time –	☐	☐	☒
Resources –	☒	☒	☐
Asking a friend –	☐	☒	☒
Teacher input –	☐	☐	☐

2b. How was the impact on the learner evident?

	A	B	C
Understanding (workings out, counting)	☒	☐	☐
Completion of task	☒	☒	☒
Increase of motivation	☐	☒	☒
Decrease of motivation	☐	☐	☐

C. Excited when ~~and~~ ^C and friends get right.

B. long period of time.
A motivated to complete all.

Lesson Study 2 (LS2) - Appendices

3. When was the strategy explained and was it repeated throughout the lesson?

- Before lesson - Explain and shown desk.
- Starting the task.
- in lesson
- in lesson.

3b. Did the pupil use the strategy when reminded or consistently throughout the lesson?

Pupil	Reminders			
	1	2	3	4
A	✓	✓	✓	✓
B	✓	✓	✓	✓
C	✓	✓	✓	✓

4. Were there any steps of the strategy skipped? If so by which pupil?

A - Skipped ask a friend. X2
- went straight to teacher once.

B - Skipped thinking time - straight to resources.

C - ~~didn't use resources at all.~~
Used resources once - iPad.

5. Were there any of the children who did not use the strategy at all?

NO.

Lesson Study 2 (LS2) - Appendices

6. Leuven scale – Engagement within the context of the task.

Pupil-

A

B

C

1. Extremely low

2. Low

3. Moderate

4. High

5. Extremely high

Level	Engagement	Signals
1	Extremely low	Hardly shows any engagement No motivation displayed to take part in the task No work completed Absent from thought and participation regarding the task provided
2	Low	Some engagement within the task Taking part but no motivation to complete the task Very small amount of work completed Often distracted
3	Moderate	Partly engaged and busy at times with the task provided Few signs of valuable involvement within the task Easily distracted from the task
4	High	High activity with some period of intense engagement. Distracted on few occasions Valuable input to the lesson on different occasions
5	Extremely high	Continuous activity and consistent periods of intense engagement Helping peers in line with the strategy Greatest involvement within the task Completed all work Persistent and motivated throughout the whole lesson Valuable input to the lesson on many occasions

General observation notes:

③ - A lot of pupils asking ~~him~~^C for help. - used ipad once.

①+② - working together - Mirroring use of Resources.

③ - Asking A for help a lot.

① - using ipad a lot.

Appendix H – Interview Notes

Appendix H1 – Child A (higher) interview notes

/ (A) E

Interview questions

What is the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

Pupil – Higher

After session

PQ = Probing questions

Semi structured interview – Allowing the interviewer to expand and ask additional questions depending on the answer. Any additional questions or information to be recorded under the question asked.

1. What is 'see 3 before me'?

Explained well – ☒

(Explained all aspects of the strategy and described examples of it being used.)

Moderate understanding – ☐

(Some good description of the strategy and what it involves.)

No understanding – ☐

(No answer relating to the strategy, aspects of the strategy with no examples used.)

2. Did you know what you needed to do in your activity?

Confident – explained maths task well.

- Explain the work you did. PQ ✓

3. Which part of the 'see 3 before me' did you use?

Think, iPad.

- Which is your favourite? PQ Help desk.

4. Is there any part that you didn't do in the lesson?

~~There was~~ used all.

- Why didn't you use it? PQ

Lesson Study 2 (LS2) - Appendices

5. Do you think see 3 before me helps you in today's lesson?

yes.

- Why? PQ

Helps to do activity without asking teacher.

6. If I taught the lesson again, what else could help you when your stuck with your work?

Some numbers adding up to 100 - blank paper.

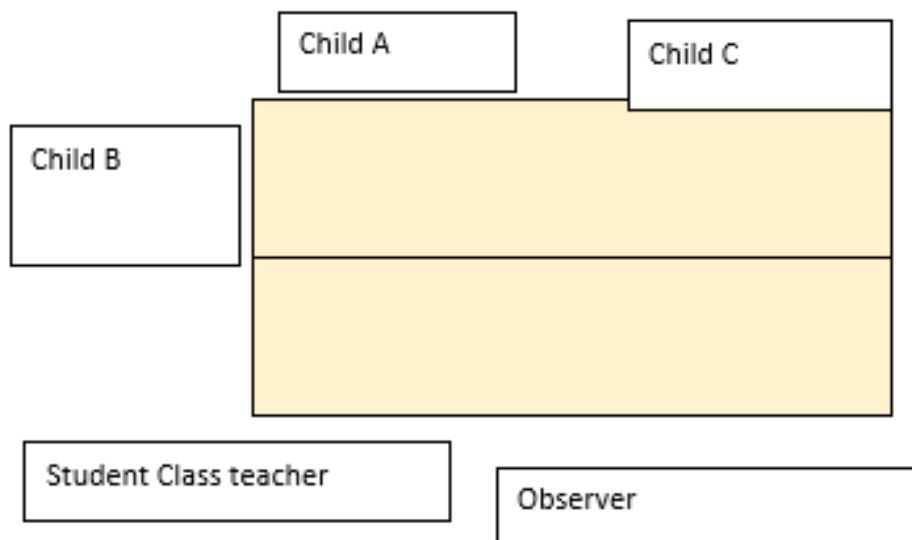
7. Summary discussion with key points – Anything else you would like to say that helps you when you're stuck in a lesson?

More I pads . - resources .

Help tray on your desk ?

General comments

Diagram of seating arrangements



Appendix H2 – Child B (middle) Interview notes

1
(B) A

Interview questions

What is the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

Pupil – Medium

After session

PQ = Probing questions

Semi structured interview – Allowing the interviewer to expand and ask additional questions depending on the answer. Any additional questions or information to be recorded under the question asked.

1. What is 'see 3 before me'?

Explained well – ☐

(Explained all aspects of the strategy and described examples of it being used.)

Moderate understanding – ☒

(Some good description of the strategy and what it involves.)

No understanding – ☒

(No answer relating to the strategy, aspects of the strategy with no examples used.)

2. Did you know what you needed to do in your activity?

Good - finished off and added details.

- Explain the work you did. PQ ✓

3. Which part of the 'see 3 before me' did you use?

ipad, think.

- Which is your favourite? PQ help desk

4. Is there any part that you didn't do in the lesson?

Think time.

- Why didn't you use it? PQ

A told B what to do first.

Lesson Study 2 (LS2) - Appendices

5. Do you think see 3 before me helps you in today's lesson?

yes.

- Why? PQ

Helps do it without the teacher.

6. If I taught the lesson again, what else could help you when your stuck with your work?

Number bonds to 20.

7. Summary discussion with key points – Anything else you would like to say that helps you when you're stuck in a lesson?

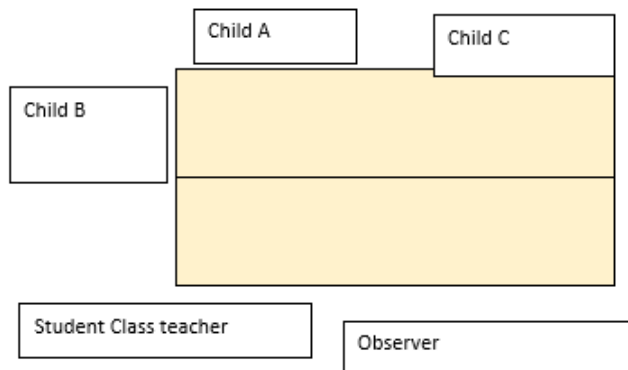
More ipads. - resources.

WAGOLL. - Af1.

computered activity.

General comments

Diagram of seating arrangements



Appendix H3 – Child C (lower) interview notes

/ (C) T

Interview questions

What is the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

Pupil – lower

After session

PQ = Probing questions

Semi structured interview – Allowing the interviewer to expand and ask additional questions depending on the answer. Any additional questions or information to be recorded under the question asked.

1. What is 'see 3 before me'?

Explained well – ☐

(Explained all aspects of the strategy and described examples of it being used.)

Moderate understanding – ☒

(Some good description of the strategy and what it involves.)

No understanding – ☐

(No answer relating to the strategy, aspects of the strategy with no examples used.)

2. Did you know what you needed to do in your activity?

explained well.

- Explain the work you did. PQ

3. Which part of the 'see 3 before me' did you use?

- Which is your favourite? PQ

working together

4. Is there any part that you didn't do in the lesson?

4

- Why didn't you use it? PQ

Lesson Study 2 (LS2) - Appendices

5. Do you think see 3 before me helps you in today's lesson?

- Why? PQ

yes → Structure.

6. If I taught the lesson again, what else could help you when your stuck with your work?

number formation.

7. Summary discussion with key points – Anything else you would like to say that helps you when you're stuck in a lesson?

Mac Ipads.

paper – extended.

more things around the activities.

num1

General comments

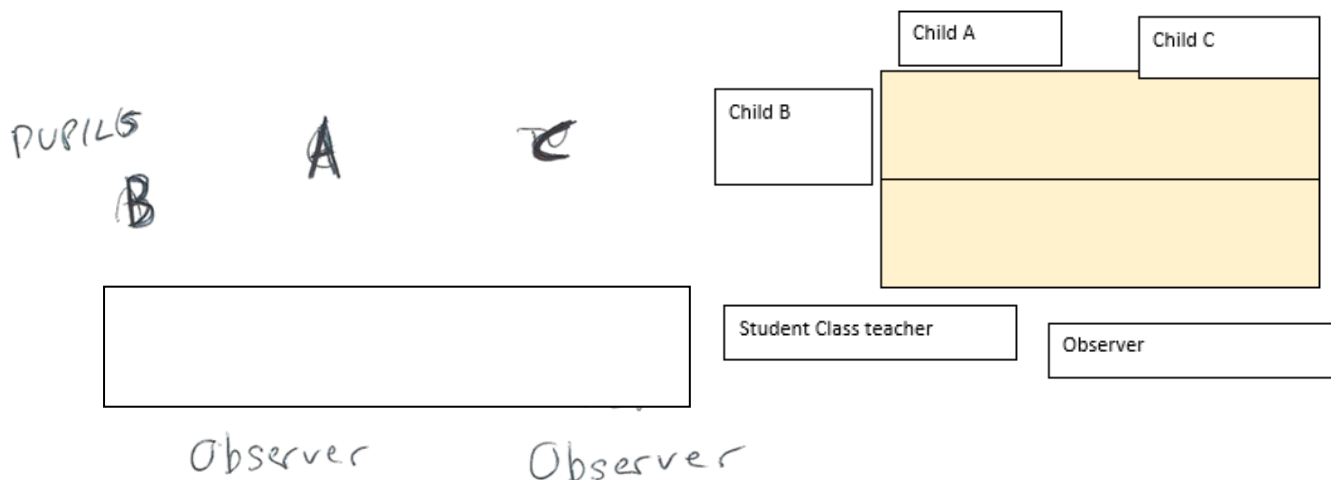
Books

Make sure they're all useful.

Activities – correct resources.

Suggestions – Help desk.

Diagram of seating arrangements



Appendix J – ARC reflections

Appendix J1 – ARC reflection completed by observer

Assisted Reflective Conclusions (ARC) Model

Date: 03.02.2020.

Research Project (focus): The impact of the strategy "See 3 before me" on learners in the foundation phase during a continuous task.

<u>Lesson Study experience reflection</u>	
<u>Feelings</u> What are your feelings regarding the use of "See 3 before me" during the lesson study?	It was good to see it used through out. There were some steps missed. I think it helped with motivation and task completion.
<u>Remember and Understand</u> "Can you list the aspects of the lesson study that went well?"	Collaboration - asking a friend. All pupils used the desk to promote independence.
"What were the elements of the lesson study that were disappointing?"	A led B a lot - B may not have completed the activity through his understanding. MKO.
<u>Evaluate and analyse</u> "What will you keep the same to ensure effective teaching and learning in the future?"	Help desk and steps taken in the same order.
"What was the cause of the most important disappointing element?"	B wanting to complete the task as quick as possible. Relied on A to ensure quick completion.
<u>Conclusions and actions</u> "What are your possible solutions to the disappointing issues identified?"	look at the structure of groups. Differentiated worksheets.
"What will you do next?" (consideration of changes to the lesson study for 2 nd observation)	Analyse data from both lesson observations. Look for links to theory. Conclusion.

Assisted Reflective Conclusions (ARC) Model

Date: 3/2/20

Research Project (focus): The impact of the strategy "See 3 before me" on learners in the foundation phase during a continuous task.

Lesson Study experience reflection	
<u>Feelings</u> What are your feelings regarding the use of "See 3 before me" during the lesson study?	Used throughout but did not realise they were using it. Some steps missed. Helped with motivation and task completion. Working together.
<u>Remember and Understand</u> "Can you list the aspects of the lesson study that went well?"	A + B worked together C worked with another pupil. Asking a friend. Used help desk to promote independence.
"What were the elements of the lesson study that were disappointing?"	A led B throughout a lot of the task. B may not have completed the activity through his understanding.
<u>Evaluate and analyse</u> "What will you keep the same to ensure effective teaching and learning in the future?"	Help desk in similar ac. Steps taken same order.
"What was the cause of the most important disappointing element?"	B wanting to complete the task as quickly as possible to move on. Relied on A to ensure quick completion.
<u>Conclusions and actions</u> "What are your possible solutions to the disappointing issues identified?"	Change/adapt structure of groups. Differentiated worksheets. - different questions.
"What will you do next?" (consideration of changes to the lesson study for 2 nd observation)	Analyse data from both lesson studies. Look at links for theory. conclusion.

Lesson Study 2 (LS2) - Appendices

Appendix K

Continuous provision planning

Highlighted tasks used by participants during lesson study



Cynllunio i Gyfoethogi'r Ddarpariaeth Planning for Enhanced Provision

Student Teachers should complete boxes for planned enhanced activities including learning objectives where appropriate.

Dyddiad /Date: 31/1/20

<u>Ardal Darllen/ Reading Area</u> <u>(Book Corner)</u> Answer questions about the animals using the books.	<u>Ardal Darganfod/ Discovery Area</u> <u>(Finding out)</u> Can you link the fact with the correct animals? Use the <u>ipads</u> to help.	<u>Ardal Mathemateg/</u> <u>Mathematics Area</u> Year 1: ordering numbers. Year 2: Continuous from previous week: greater than and less than. Extension: <u>Ipod game of Greater/less than</u>
<u>Ardal Gwneud Marciau/</u> <u>Mark Making Ardal</u> Recap on trip (To be put in place Wednesday 5th <u>feb</u>)	<u>Ardal Chwarae Rôl/ Role Play Area</u> <i>Look after the animals at the Vets. Feed and care for them back to health.</i>	<u>Wrth y bwrdd/ Table top</u> Camouflage quiz. Find the hidden animals in the pictures. Can you get all 15?
<u>ICT</u> Use the interactive whiteboards to draw animals on J2E	<u>Ardal Peintio/Painting Area</u> <u>(Drawing area)</u> Draw a picture of your favourite animal.	

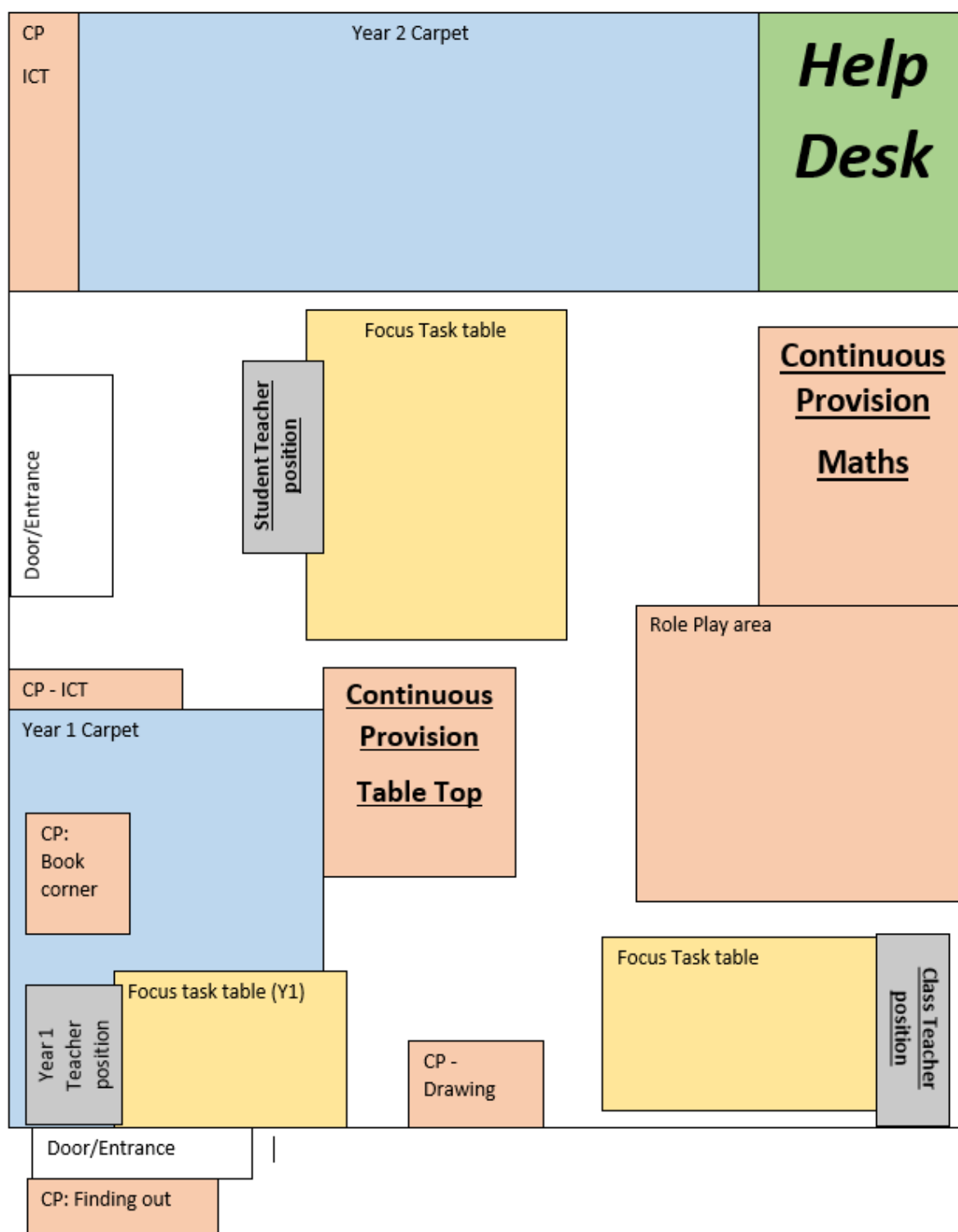
Lesson Study 2 (LS2) - Appendices

Appendix L

Classroom layout/setup

Key:

Continuous Provision tasks	Focus task groups	Teacher position during lesson	Help Desk	Carpet area
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Consent and Assent Forms

Appendix M

Lesson Study 1 (Consent Forms)

Child A

CONSENT FORM

PROJECT TITLE: What is the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

Name of Researcher:

Please initial box

1. I confirm that I have read and understand the information sheet dated 27.01.2020 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

27-01-20
Date

When completed, please return to the class teacher by the 30.01.2020

Thank you.

Child B

PROJECT TITLE: What is the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

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☒☒☒☒☒☒

--

27/1/20

Thank you.

Consent and Assent Forms

Child C

CONSENT FORM

PROJECT TITLE: What is the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

Name of Researcher:

Please initial box

1. I confirm that I have read and understand the information sheet dated 27.01.2020 for the above study.

☐ LP

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.

☐ LP

3. I understand that my child can choose to withdraw at any time, without giving a reason.

☐ LP

4. I understand that the information given by my child will be used in a university assignment.

☐ LP

5. I understand that my child's name will not appear at any time.

☐ LP

6. I agree for my child to take part in the above study.

☐ LP

Child's name

Parent signature

28.01.2020
Date

When completed, please return to the class teacher by the 30.01.2020

Thank you.

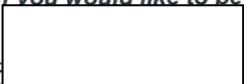
Consent and Assent Forms

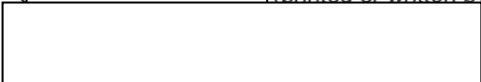
Assent forms

ASSENT OF CHILD (Year 2)

If you are happy to take part in this lesson and your parents agree, you will only need to behave normally and try finishing your task.

If you would like to be a part of this, please sign your name on the line below.


(printed or written by child)



Date 31/1/20

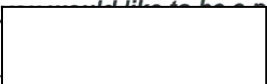
Date 31/1/20

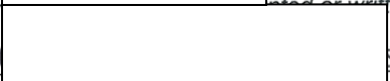
If you do not feel comfortable you are allowed to withdraw (stop) at any moment. You only have to let us teachers know.

ASSENT OF CHILD (Year 2)

If you are happy to take part in this lesson and your parents agree, you will only need to behave normally and try finishing your task.

If you would like to be a part of this, please sign your name on the line below.


(printed or written by child)


Signature of Observer Obtaining Assent

Date 31/1/20

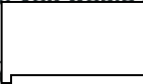
Date 31/1/20

If you do not feel comfortable you are allowed to withdraw (stop) at any moment. You only have to let us teachers know.

ASSENT OF CHILD (Year 2)

If you are happy to take part in this lesson and your parents agree, you will only need to behave normally and try finishing your task.

If you would like to be a part of this, please sign your name on the line below.


(printed or written by child)


Signature of Observer Obtaining Assent

Date 31/01/2020

Date 31/01/2020

If you do not feel comfortable you are allowed to withdraw (stop) at any moment. You only have to let us teachers know.

Consent and Assent Forms

Lesson Study 2

Consent Forms

Child A

CONSENT FORM

PROJECT TITLE: What is the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

Name of Researcher:

Please initial box

1. I confirm that I have read and understand the information sheet dated 27/1/20 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

20/1/20
Date

When completed, please return to Thursday the 30th of January.

Thank you.

Consent and Assent Forms

Child B

PRO [redacted] CONSENT FORM

PRO [redacted] the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

Name of Researcher: Jack Conway

Please initial box

1. I confirm that I have read and understand the information sheet dated 27/1/20 for the above study.

km

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.

km

3. I understand that my child can choose to withdraw at any time, without giving a reason.

km

4. I understand that the information given by my child will be used in a university assignment.

km

5. I understand that my child's name will not appear at any time.

km

6. I agree for my child to take part in the above study.

km

[redacted] 27/1/20.

Child's name

Parent signature

Date

When completed, please return [redacted]
January.

Thursday the 30th of

Thank you.

Consent and Assent Forms

Child C

CONSENT FORM

PROJECT TITLE: What is the impact of the strategy 'see 3 before me' in learners' engagement within a foundation phase class which is participating within a continuous provision task?

Name of Researcher:

Please initial box

1. I confirm that I have read and understand the information sheet dated 27/1/20 for the above study.

NH

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.

NH

3. I understand that my child can choose to withdraw at any time, without giving a reason.

NH

4. I understand that the information given by my child will be used in a university assignment.

NH

5. I understand that my child's name will not appear at any time.

NH

6. I agree for my child to take part in the above study.

NH

Child's name

Parent signature

28-1-2020
Date

When completed, please return by Thursday the 30th of January.

Thank you.

Consent and Assent Forms

Assent Forms

ASSENT OF CHILD (Year 2)

If you are happy to take part in this lesson and your parents agree, you will only need to behave normally and try finishing your task.

If you would like to be a part of this, please sign your name on the line below.

Child's Name/Signature (printed or written by child)

Date 3/2/20

Signature of Observer Obtaining Assent

Date 3/2/20

If you do not feel comfortable you are allowed to withdraw (stop) at any moment. You only have to let us teachers know.

ASSENT OF CHILD (Year 2)

If you are happy to take part in this lesson and your parents agree, you will only need to behave normally and try finishing your task.

If you would like to be a part of this, please sign your name on the line below.

Child's Name/Signature (printed or written by child)

Date 3/2/20

Signature of Observer Obtaining Assent

Date 3/2/20

If you do not feel comfortable you are allowed to withdraw (stop) at any moment. You only have to let us teachers know.

ASSENT OF CHILD (Year 2)

If you are happy to take part in this lesson and your parents agree, you will only need to behave normally and try finishing your task.

If you would like to be a part of this, please sign your name on the line below.

Child's Name/Signature (printed or written by child)

Date 3/2/20

Signature of Observer Obtaining Assent

Date 3/2/20

If you do not feel comfortable you are allowed to withdraw (stop) at any moment. You only have to let us teachers know.