

Assignment 3 – Appendix

Partner 1

Student 1 Questionnaire

Name/ Enw:	Class:
Lesson:	Date:

Students Questionnaire

1. How do you think today's lesson went?

It went okay. There was a practical and I got to review the material I missed last week.

2. Was there anything you enjoyed about the lesson?

The practical was fun.

3. What do you think would make "Low Stake Quiz" more useful for the students in setting targets for studying?

A list of goals. I don't know what I should study still.

4. How useful was making studying target from LSQ? Why?

Not very. I don't quite get what material the questions come from some time.

5. What did you learn from making targets?

Targets make studying easier. because you know what to work towards.

6. Do you think LSQ should be done? Why? How often?

Yes because they let me study some at school not just home.
Maybe once or twice a week.

7. Is there any other way to set targets?

Miss could set targets for us or give topics to us to study from.

8. How could we change the LSQ process to make it more useful for you?

I'd like a list of study targets and a longer LSA.

9. If you were in charge would you continue to include LSQ?

I'm only 13. But yes because some people can't study at all at home.

Student 2 Questionnaire

Name/ Enw: _____	Class: _____
Lesson: ~~(1-2)~~ Rate of a reaction	Date: _____

Students Questionnaire

1. How do you think today's lesson went?

I think it went well, learnt more about the rate of a reaction.

2. Was there anything you enjoyed about the lesson?

I enjoyed doing the experiment.

3. What do you think would make "Low Stake Quiz" more useful for the students in setting targets for studying?

By doing them each lesson.

4. How useful was making studying target from LSQ? Why?

It was really useful as I now knew what to revise at home so I know it for next time.

5. What did you learn from making targets?

To improve those topics which I got wrong in the low stakes quiz.

6. Do you think LSQ should be done? Why? How often?

I think LSQ should be done all lessons as they help you (at least what I think) recap from the last lesson and get our brains activated for the lesson.

7. Is there any other way to set targets?

Another way to set targets is to go over the test and know your mistakes for next time.

8. How could we change the LSQ process to make it more useful for you?

I think that having not too many questions, about like 4-6 would be useful for me.

9. If you were in charge would you continue to include LSQ?

Yes, as I think that low stakes quizzes really do help not just me, but others to get key phrases and words stuck in my head.

Student 3 Questionnaire

Students Questionnaire

1. How do you think today's lesson went?

I enjoyed today's lesson, we did a practical and then drew a line graph.

2. Was there anything you enjoyed about the lesson?

I enjoyed the practical because we don't do them often.

3. What do you think would make "Low Stake Quiz" more useful for the students in setting targets for studying?

I think if we have them more often then it will be better for studying

4. How useful was making studying target from LSQ? Why?

It's useful because I can revise what I got wrong at home so I get it right next time

5. What did you learn from making targets?

I learnt to improve on ~~the~~ certain areas where I got wrong.

6. Do you think LSQ should be done? Why? How often?

I think they should be done because it makes sure we know what we are learning ready for the tests. I think we should have 1 per week.

7. Is there any other way to set targets?

Going over what we didn't understand at home.

8. How could we change the LSQ process to make it more useful for you?

If we do it more frequently then the work can get stuck in our heads.

9. If you were in charge would you continue to include LSQ?

Yes, I think they are good for us, so that what we get wrong we can revise more for the big test.

Leuven Scales

Pupil 1	Scale Number	Comment
3 mins	4	Working hard, focused, alert
6 mins	2	feels challenged.
9 mins	3-4	has attention for details.

Pupil 2	Scale Number	Comment
3 mins	4	Engaged - to activities - / doesn't use her capabilities
6 mins	3	Real Concentration. to full extent
9 mins	4	able to answer the question /

Pupil 3	Scale Number	Comment
3 mins	2	routine action / easily to distract.
6 mins	2	Action only leads to limit results
9 mins	2-3	is not absorbed in the activity look away during the activity

Extremely Low
the child hardly...

Pupil 1	Scale Number	Comment
3 mins	4	Looked at board between questions
6 mins	4	
9 mins	5	Eager to answer questions,

Pupil 2	Scale Number	Comment
3 mins	4	
6 mins	3	Started to become distracted, not looking at board
9 mins	4	

Pupil 3	Scale Number	Comment
3 mins	3	Busy, but not absorbed.
6 mins	3	
9 mins	4	

Science Lesson
@ 9 minutes students are called upon to answer questions, note peak in engagement

Arc Reflection on Lesson 1

Prifysgol Cymru
Y Ddodol Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assisted Reflective Conclusions (ARC) Model

Date:

Focus: Lesson #1, Science, Year 9

Experience	
Feelings "What are your feelings regarding the experience?"	Students were engaged and made me feel as though they appreciated the LSA review
Remember and Understand "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	Cold calling on students went well and kept engaging the students, the students seemed to value the quiz and brought up that they appreciated the review. The students were unsure of how to set their own targets, and seemed to need a framework to do so.
Evaluate and analyse "What will you keep the same to ensure effective teaching and learning in the future?" "What was the cause of the most important disappointing element?"	I would keep the LSQs as a starter activity and I believe the cold calling of the students was helpful to increase engagement. I also think that I will keep the quiz relatively short. I believe that a method or framework to help them set their own goals.
Conclusions and actions "What are your possible solutions to the disappointing issues identified?" "What will you do next?"	A framework for target making and ~~ability~~ potentially providing targets for students. I will work to implement these and potentially peer marking methods.
Transformed experience	

Partner 2

Case Student 1 - Feedback

Name/ Enw: <u>[illegible]</u>	Class: <u>9el</u>
Lesson: <u>9el 6</u>	Date: <u>31/8/20</u>

Students Questionnaire

1. How do you think today's lesson went?

i think that this lesson was uneline and engaging to improve your could
add genes related to the topic

2. Was there anything you enjoyed about the lesson?

not really as this was a lcg

3. What do you think would make "Low Stake Quiz" more useful for the students in setting targets for studying?

by encouraging using different methods as revision

4. How useful was making studying target from LSQ? Why?

this is useful as a Pult can id tries to revise

5. What did you learn from making targets?

where i can improve

6. Do you think LSQ should be done? Why? How often?

I believe they should due to putting PAPS who need help P is for and should be conducted frequently

7. Is there any other way to set targets?

by putting work on seeing what mistakes are prominent

8. How could we change the LSQ process to make it more useful for you?

by working differently

9. If you were in charge would you continue to include LSQ?

For the higher sets they would but lower sets they should be instement

Case Student 2 - Feedback

Name/ Enw: <u>[redacted]</u>	Class: <u>qE1</u>
Lesson: <u>Maths</u>	Date: <u>31/01/20</u>

Students Questionnaire

1. How do you think today's lesson went?

It went well

2. Was there anything you enjoyed about the lesson?

The Starter because we were able to work on what we didn't do properly

3. What do you think would make "Low Stake Quiz" more useful for the students in setting targets for studying?

Put 1 question from each topic
and go over them at the end

4. How useful was making studying target from LSQ? Why?

Quite useful because then we can
go and practise and look over things

5. What did you learn from making targets?

That I needed to work on some
things that I thought I knew

9. If you were in charge would you continue to include LSQ?

yes ~~not~~

Case Student 3 - Feedback

Name/ Enw: _____ Class: 9
Lesson: _____ Date: 5/1/20

Students Questionnaire

1. How do you think today's lesson went?

it was ok but boring

2. Was there anything you enjoyed about the lesson?

not really

3. What do you think would make "Low Stake Quiz" more useful for the students in setting targets for studying?

If they were marked and if feedback was given

4. How useful was making studying target from LSQ? Why?

Not very because I don't know ^{how} ~~what~~ to practice

5. What did you learn from making targets?

What I need to improve

9. If you were in charge would you continue to include LSQ?

maybe if it had more practicing

6. Do you think LSQ should be done? Why? How often?

yes but with help to practice targets

7. Is there any other way to set targets?

I don't know

8. How could we change the LSQ process to make it more useful for you?

Help with how to practice our targets

Partner 2 - Leuven Scale

Pupil 1	Scale Number	Comment
3 mins	3	Engaged, had to be reminded.
6 mins	3	
9 mins	4	

Pupil 2	Scale Number	Comment
3 mins	3	Well engaged.
6 mins	4	
9 mins	5	

Pupil 3	Scale Number	Comment
3 mins	2	Shouting out, not engaged. Misbehaved.
6 mins	1	
9 mins	1	

- * English Lesson - Year 8, Top set.
- * Teacher creating lively Environment.

Pupil 1	Scale Number	Comment
3 mins	4	focused on teacher Questions + board
6 mins	3	
9 mins	5	well engaged

Pupil 2	Scale Number	Comment
3 mins	3	Raise hand to answer
6 mins	4	
9 mins	4	

Pupil 3	Scale Number	Comment
3 mins	3	Easy to get distracted
6 mins	2	
9 mins	4	

- * Science Class - Year 9, Top Set
- * Technique used to answer the question is calling name to answer, especially the not focused students

Assisted Reflective Conclusions (ARC) Model

Date: 31-01-2020

Focus: Lesson 2, Mathematics

Experience	
Feelings <i>"What are your feelings regarding the experience?"</i>	I feel as though the LSQ was very effective in highlighting what mathematics knowledge and skills needed to recap. Most students found it useful and they were engaged, this is supported by their feedbacks.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The students did the LSQ in the back of their books. They were shown how to lay out the page and the topics list were provided for the self-assessment. The students were engaged in the lesson and all were able to set targets for their independent learning. The students seemed to appreciate covering multiple topics within the LSQ. The students were given ten questions, after set period of time, the students swapped books in order to peer assess each other whilst the correct solutions were given verbally and on the board. Once the peer assessment had been completed, the students were told to return the books in order to do a self-assessment. The self-assessment includes the mark they achieved, stating two topics they did well in, and finally Finally, I feel as though students were able to set out targets to revise or revisit for their independent learning from the questions they did incorrectly.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	I would include LSQ into the majority of lessons I teach. I find it is an effective method to activate prior knowledge and skills. The technique of a time limit given by the teacher for each question is useful. Also, sharing the answers includes a prompt question for the students as opportunity to ask if they want the teacher to go over the question. I feel at the end of LSQ, the students should set out targets to revise based on the questions they got wrong. If they got all the questions right, there will be a separate revision goal.

<i>Conclusions and actions</i> “What are your possible solutions to the disappointing issues identified?” “What will you do next?”	In conclusion, the LSQ could be improved by having a student provide the answer before the teacher shared them, which will also improve student engagement. The pace of the lesson was slower allowing the students more time to think about the answer. Although, this was successful, for this topic, future topics may not allow so much time and the lesson may need to be shortened.
<i>Transformed experience</i>	

Partner 3

Student Q 1

Name/ Enw: _____	Class: <u>8A</u>
Lesson: <u>English</u>	Date: _____

Students Questionnaire

1. How do you think today's lesson went?

Today's lesson went well. I really enjoyed it.

2. Was there anything you enjoyed about the lesson?

I really enjoyed the main writing task on sentence types.

3. What do you think would make "Low Stake Quiz" more useful for the students in setting targets for studying?

If we had a record sheet so we can see how well we're doing on each quiz.

4. How useful was making studying target from LSQ? Why?

They're useful because I can look at them at home

5. What did you learn from making targets?

The areas that I needed to work on but didn't realise.

6. Do you think LSQ should be done? Why? How often?

Yes. They help remember what we did last lesson. I think we should do them every lesson.

7. Is there any other way to set targets?

In our assignments.

8. How could we change the LSQ process to make it more useful for you?

It was really useful how it was done in today's lesson.

9. If you were in charge would you continue to include LSQ?

Yes. I think they are a good thing.

Student Q 2

Name/ Enw:

Class: 8A

Lesson: english

Date:

Students Questionnaire

1. How do you think today's lesson went?

Today's lesson was fun.

2. Was there anything you enjoyed about the lesson?

My favourite thing was making the
Cemna Sandwich.

3. What do you think would make "Low Stake Quiz" more useful for the students in setting targets for studying?

I would like to have more than two topics in the quiz

4. How useful was making studying target from LSQ? Why?

They can help me remember things from the lesson.

5. What did you learn from making targets?

That I need to practise simple sentences

6. Do you think LSQ should be done? Why? How often?

I think the quizzes should be done once a week to check we understand everything.

7. Is there any other way to set targets?

The teacher could write 2 targets in our book for each lesson

8. How could we change the LSQ process to make it more useful for you?

I think we could have 20 questions

Leuven Scale

Pupil 1	Scale Number	Comment
3 mins 15	3 1/5	looking around, concentrated on task.
6 mins 30	4	Small chat, completing the work.
9 mins 45	4	Seated and waiting for instruction.

Pupil 2	Scale Number	Comment
3 mins 15	4 1/5	participating well and contributing to answer, took part in physical answers (thumbs up for every question)
6 mins 25	3 1/2	not discussing during pair activity.
9 mins 45	3 1/4	engaged with experiment, helped other clean away

Pupil 3	Scale Number	Comment
3 mins 15	3 1/5	Toilet - missed questions, came back and engaged with work.
6 mins 30	4 1/3	Engaged with task, helped collect equipment
9 mins 45	4	Wrote up work silently and didn't disrupt

Pupil 1	Scale Number	Comment
3 mins 15	4 3	Engaged with L5Q well
6 mins 30	5 4	Answered question well
9 mins 45	2	Seemed distracted and didn't use pair chat

Pupil 2	Scale Number	Comment
3 mins 15	3-4	completing task, looking around
6 mins 30	3	Wrote answers but didn't contribute
9 mins 45	3-4	Not doing one another. F did well to re-engage + write.

Pupil 3	Scale Number	Comment
3 mins 15	NA	Toilet break
6 mins 30	3	Initially engaged well upon return
9 mins 45	2	

This sentence has been added only for the purpose of the Turnitin requirement to include twenty words and should not be marked.