

Appendix:

Figure 1.a. (Teacher 2 scaffolding)

Comparison plan:

- ✓ Use the sentence starters to help you structure your paragraphs.
- ✓ Everything underlined and in brackets you will have to come up with yourself.
- ✓ Use your P.E.E table, Venn diagram and connectives grid to help to fill in the brackets.

Introduction- I am comparing Still I Rise and Woman Work, they are both written by Maya Angelou (tell me something about her).

Paragraph 1-

In the poem Still I rise, Maya Angelou uses alliteration (give your example). This shows that she is referring to (explain why she has said it).

(Use a connective from your grid) in the poem Woman Work, she uses a lot of verbs (give examples of the verbs). This shows that (explain why she uses so many verbs). The two poems are similar because they both (say how these P.E.E's how the two poems are similar- look at your Venn diagrams for help).

Paragraph 2-

However, the poems are sometimes different. In Still I Rise, she shows (make your point and give your example from the poem). This shows that she is (use your explain point).

On the other hand, the poem Woman Work shows/uses/describes (make a point and use your example). This shows that (use your explain section to help you).

The poems can therefore, be seen as different because (say how the P.E.E's prove they are different).

Paragraph 3- Decide if you think they are different or similar.

The two poems are (different/similar). This is shown when Angelou says (Point and Evidence) in Still I Rise.

(Depending on whether you think it is similar or different, use a connective from your grid) the poet shows (use your point) when she says (use your evidence section). This shows that (use your explain section). This (give a reason how the P.E.E's show they are different or similar) showing how (similar/different) they are.

Conclusion-

In my opinion the poems are (different/similar) because (give 1 or 2 reasons why you think the poems are similar or different).

Figure 1.b.

Comparison Plan:

Introduction: Tell me the two poems you are comparing. Tell me who wrote them and why that is important (mention Civil and women's rights at the time).

Paragraph 1, make sure you include:

- ◆ An opening sentence saying whether it is a similar or different paragraph e.g. The poems are sometimes similar.
- ◆ 1 P.E.E from your Still I Rise grid.
- ◆ A "similar" comparison connective from your grid.
- ◆ 1 P.E.E from your Woman Work grid.
- ◆ A sentence saying how the two poems are similar (look at your Venn diagram for help).

Paragraph 2, make sure you include:

- ◆ An opening sentence saying whether it is a similar or different paragraph e.g. The poems can be seen as being different.
- ◆ 1 P.E.E from your Woman Work grid.
- ◆ A "different" comparative connective from your connectives grid.
- ◆ 1 P.E.E from your Still I Rise grid.
- ◆ A sum-up sentence saying how the poems are different, use the resources from last lesson to help you.

Paragraph 3, decide whether you think the poems are similar or different overall before you write this one:

- ◆ An opening sentence saying whether the poems are similar or different.
- ◆ 1 P.E.E from your Still I Rise grid.
- ◆ A comparative connective from your grid.
- ◆ 1 P.E.E from your Woman Work grid.
- ◆ A summary sentence saying how your P.E.E's show that the poem is similar or different.

Conclusion:

- ◆ Start it by explaining that is your opinion.
- ◆ Say whether the poems are similar or different overall.
- ◆ Give 2 reasons explaining this, look at your Venn diagrams and your Civil Rights context.

Figure 1.c.

Poetry comparison plan-

- ✓ Use your P.E.E table, Venn diagram and connectives grid to help to fill in the brackets.
- Intro- tell me about Maya Angelou and her poems in 1-2 sentences. Tell me which 2 poems you are writing about.
- Paragraph 1- tell me how the poems are similar. Give one P.E.E from Still I Rise, one P.E.E from Woman Work. Then tell me how this shows the poems are similar.
- Paragraph 2- tell me that the poems can be seen as being different despite being written by the same poet. Give me one P.E.E from Still I Rise that shows they're different and one P.E.E from Woman Work. Tell me how these P.E.E's both show that the poems are different in their meaning/structure.
- Paragraph 3- decide on whether you think the poems are similar or different. Then write one more paragraph on their similarities and differences. If you think they're similar, use the first paragraph plan. If different then use the second.
- Conclusion in 1-2 sentences tell me if you think the poems are similar or different. Tell me the main reason of why you think this. Include Civil/women's rights context in your conclusion.

Word bank:

Exhausted	Gloating	Entitled	Occupied	Overloaded
Dignity	Prideful	Unbreakable	Resilient	Desperate
Fatigued	Drained	Overworked	Pleading	Hopeful

Figure 2. (Lesson study 1- Observation Notes)

	Starter Task completed	Main Task completed	Additional prompts needed	Engaged with scaffolding	Plenary Completed
Child 1	X	X	✓	✓	✓
Child 2	✓	X	✓	✓	✓
Child 3	✓	X	✓	✓	✓

Pupils	Additional Notes
Child 1	- Had extra for some sections of Starter. - Started to use 'middle' differentiated scaffolding.
Child 2	- Required work to be checked x2
Child 3	- Required prompt with first main task. - Need further explanation as to how to use the scaffolding. - Stopped working completely 10 mins before end.

Figure 2.a. (Pupil interview responses)

Research questions. - Student title: student 1

Date: 28/1/20

Lesson study: English.

1) How much work have you done today?
- Havent finished, unsure.
Intro

2) How did you find the task? (easy or difficult prompt)
- Easy

3) How did you feel during the task?
- (G)ouldn't cope
- distracted

4) Have you used the resources provided? (No- why didn't you use the resources provided?).
Yes

5) What do you think of the resources? (Useful, unhelpful etc)
Useful, helpful.

6) Would you want resources like these again?
Yes

Figure 2.b.

Research questions. - Student title: student 2

Date: 28/1/20

Lesson study: English.

1) How much work have you done today?
Almost finished

2) How did you find the task? (easy or difficult prompt)
Easy - Just writing out paragraphs.

3) How did you feel during the task?
- distracted, Couldn't concentrate.

4) Have you used the resources provided? (No- why didn't you use the resources provided?).
Yes

5) What do you think of the resources? (Useful, unhelpful etc)
- Just waiting for planning to happen.

6) Would you want resources like these again?
Yes.

Figure 2.c.

Research questions. - Student title: Student 3
Date: 28/1/20
Lesson study: Engl:Sk.

1) How much work have you done today?
Halfway through.

2) How did you find the task? (easy or difficult prompt)
Okay - not.

3) How did you feel during the task?
Okay.

4) Have you used the resources provided? (No- why didn't you use the resources provided?).
Yes

5) What do you think of the resources? (Useful, unhelpful etc)
Helpful - could refer back to.

6) Would you want resources like these again?
Yes

Figure 3. (Lesson Study 2- Observation Notes)

	Starter Task completed	Main Task completed	Additional prompts needed	Engaged with scaffolding	Plenary Completed
Child 1	X	X	✓	X	
Child 2	✓	X	✓	✓	
Child 3	✓	✓	✓	✓	

Pupils	Additional Notes
Child 1	Needed prompts to get on with work. Tried to use the middle one again - traded w/ Student 2. Refused to use the higher sheet, used the middle one w/ the person sat next to him.
Child 2	Got on with work initially without looking at the scaffolding. Prompted to refer to scaffolding.
Child 3	Copied the board example, rather than using the scaffolding. Later used it when they got stuck w/ altering the exemplar paragraph. Completed before end of task.

Figure 3.a. (Pupil Interview Responses)

Research questions. - Student title: Student 1

Date: 29/1/20

Lesson study:

1) How much work have you done today?
3 lines,

2) How did you find the task? (easy or difficult prompt)
Easy but annoying.

3) How did you feel during the task?
Didn't see the point.

4) Have you used the resources provided? (No- why didn't you use the resources provided?).
No. - Just changed the example.

5) What do you think of the resources? (Useful, unhelpful etc)
More complicated

6) Would you want resources like these again?
No, easier off the board.

Figure 3.b.

Research questions. - Student title: Student 2

Date: 29/1/20

Lesson study:

1) How much work have you done today?
one tense,

2) How did you find the task? (easy or difficult prompt)
Easy.

3) How did you feel during the task?
Normal.

4) Have you used the resources provided? (No- why didn't you use the resources provided?).
Yes

5) What do you think of the resources? (Useful, unhelpful etc)
Helped

6) Would you want resources like these again?
Yes - better than copying

Figure 3.c.

Research questions. - Student title: Student 3

Date: 29/1/20.

Lesson study: 2

1) How much work have you done today?
Completed the task

2) How did you find the task? (easy or difficult prompt)
Easy

3) How did you feel during the task?
Okay

4) Have you used the resources provided? (No - why didn't you use the resources provided?).
Yeah.

5) What do you think of the resources? (Useful, unhelpful etc)
Useful / helpful.

6) Would you want resources like these again?
Yeah.

Figure 4. (Lesson Study 1 Reflections)

Teacher2 lesson study: 28/1/20.	
Teacher 1:	Teacher 2:
Gibbs reflective model. Description: What happened? Pupils received adequate explanation of how to carry out the main <u>task</u> but many required further prompts and support including Student 1, 2 & 3. Continuous chatter led to little work being completed as a whole cohort.	Gibbs reflective model. Description: What happened? Pupils used the work that they had covered over the past 5 lessons to build towards comparing 2 poems. They were given P.E.E grids in a previous lesson, which then served as the basis for their comparative essays. The pupils were given differentiated scaffolding based on ability as well as other support. However, low-level noise disruptions led to an unproductive, stop-start working environment.
Feelings. What were you thinking and feeling? I felt that during the lesson study progress and understanding was made by the pupils but did not wish to fully apply themselves to the task, which is typical for this class.	Feelings. What were you thinking and feeling? I felt that the level of disruption was detrimental to higher pupils' productivity. I felt that if pupils could have come into the lesson with the same level of preparation it would have been far less stop-start and therefore, distractions could have been minimised.
Evaluation. What was good and bad about the experience? Pupils proved they were able to participate in the task and had the capability to carry it out to a high level. However, the bad thing also was due to the poor behaviour of the class as a collective whole, low-level disruption etc., caused a <u>low-effort</u> working environment.	Evaluation. What was good and bad about the experience? Pupils accessed the materials and seemed to like that there was clear support and guidelines in front of them so that they did not consistently have to ask what to do next. However, the independence that came with being given time to complete a task, without consistent direction meant that there was constant cross-class room disruption from various pupils. Although pupils liked having the differentiated scaffolding in front of them, it made no difference to pupil productivity- which is an issue with this class.
Analysis. What else can you make of the situation. That this task would be carried out efficiently given the right circumstances and conditions. I.e. Exam hall. It was not a question of ability, just application.	Analysis. What else can you make of the situation. The differentiated scaffolding was beneficial to the lower and mid-level pupil as they utilised the support as <u>best</u> they could within the disruptive class room.
Conclusion. What else could you have done? Separating the groups into ability sections so there is not the opportunity to use a different kind of scaffolding and this may have a positive effect on productivity.	Conclusion. What else could you have done? I would have set the prior work as homework, this way everyone would have been starting at the same point and pupils may have been less distracted. I could have seated pupils according to the type of scaffolding they received, to ensure that they stuck to their level and were ultimately stretching and challenging themselves.
Action plan. If it rose again what would you do?	Action plan. If it rose again what would you do? Ask pupils what level of scaffolding they would want to use to complete the task. This could be

Figure 4.a.

Would ensure that pupils had the choice of scaffolding as some in the class opted to use a different level.	done through traffic-lighting their understanding of the task after its explanation. This would then ensure that pupils' needs were being catered towards each task rather than based on reading ages.
Aspect from Stephen Brookfield's four lenses. Students- take feedback. Understand challenges. Give support. As a collective the students echoed the same voice being that the work environment made the task more difficult than it should have been. That they all interacted with the resources to a certain degree and that they did provide support to the students.	Aspect from Stephen Brookfield's four lenses. Students- take feedback. Understand challenges. Give support. The students were all in agreement that despite having participated in the disruptions and noise-level, they found it difficult to concentrate. They found the scaffolding resources useful and would like to receive that type of support again.

Figure 5. (Lesson Study 2 Reflections)

Teacher 1 lesson study: 29/1/20.	
Teacher 1:	Teacher 2:
Gibbs reflective model. Description: What happened? Vocabulary was recapped and drilled with different sentence structures. The main task was a writing activity to incorporate all the vocabulary learnt over the previous two lessons to bring it all together in a paragraph describing where they live and where they would like to live in the future.	Gibbs reflective model. Description: What happened? Pupils were drilled on vocabulary they had used in the prior lesson. They were engaged in the drilling and seemed to have a very good understanding of the vocabulary. They then developed on this by incorporating the vocabulary into 2 paragraphs describing: who they are, where they live and where they are going to live. Most pupils were engaged in this task but needed prompts to write.
Feelings. What were you thinking and feeling? A rather successful lesson although pupils could have pushed themselves further. Few of them attempting to use the future tense and getting caught up over minor details and therefore struggling grammatically with adjectival rules.	Feelings. What were you thinking and feeling? Overall, the lesson was successful, with students being able to use the learnt vocabulary in previously learnt sentence structures- which was the aim of the lesson.
Evaluation. What was good and bad about the experience? The good thing was to see a high level of recall with the class with the new vocabulary however, not all pupils used the scaffolding and vocabulary provided to make a detailed piece of writing.	Evaluation. What was good and bad about the experience? The majority of pupils were engaged, the pupils that were involved in the study underwent the work, with 1 of them completing the task on time.

Figure 5.a.

Analysis. <i>What else can you make of the situation.</i> There was a degree of success with regards to the scaffolding in question- Some students used it effectively, but lots decided to edit the golden example which was written on the board. This increased productivity but the scaffolding was unused in some cases as a result.	Analysis. <i>What else can you make of the situation.</i> The scaffolding was <u>utilised</u>, however, most pupils found the exemplar paragraph more useful. They found it easier to alter information than to use prompts and form it correctly from scratch. Therefore, it did not impact their productivity despite their feedback indicating that they liked having the additional support.
Conclusion. <i>What else could you have done?</i> Offering the <u>pupils</u> the option to decide as to what scaffolding to utilise would maybe have provided more confidence to those who found the scaffolding unhelpful.	Conclusion. <i>What else could you have done?</i> Assessed pupils' ability level in a different manner than just utilising reading age-statistics, as it was not indicative of the correct ability associated with the scaffolding.
Action plan. <i>If it rose again what would you do?</i> I would disperse the scaffolding on previous attainment to the subject or module rather than purely reading age.	Action plan. <i>If it rose again what would you do?</i> We could assess pupils' confidence levels with the task by asking them to traffic light score themselves.
Aspect from Stephen Brookfield's four lenses. Students- <i>take feedback. Understand challenges. Give support.</i> Pupils who used the low-level and middle-level scaffolding achieved more during this lesson- in terms of productivity and end result. The highest scaffolding received less use and therefore pupils wrote less due to a lack of support.	Aspect from Stephen Brookfield's four lenses. Students- <i>take feedback. Understand challenges. Give support.</i> Pupils who were deemed to have lower ability and used the low-level scaffolding were more aided and productive than the other 2 levels. The highest level of scaffolding went unused as it was deemed too complicated.

Figure 6. (Reading Age Statistics, taken from SIMS)

	Surname Forename	FSM	SEN Status	% Attendance	Sp Set Year 8	Reading Age NGRT Year 8	
1							
2		N	A	91.9	2	8:04	
3		N	N	93.5	2	10:11	
4		Y	N	72	2	13:02	
5		N	P	90.3	2	10:00	
6		N	N	98.4	2	12:01	
7		N	P	90.3	2	14:03	
8		Y	P	67.2	2	13:05	
9		N	A	90.3	2	10:03	
10		N		94.6	2	10:11	
11		Y	A	93.1			
12		Y	A	81.7	2	10:03	
13		N	N	93	2	11:07	
14		N	N	98.9	2	11:07	
15		Y	N	97.8	2	13:05	
16		N	P	93.5	2	7:04	
17		N	A	91.4	2	9:03	
18		Y	A	69.9	2	10:11	
19		N	N	95.7	2	13:02	
20		N	N	94.6	2	11:07	
21		Y	P	96.8	2	13:02	
22		N		88.8			
23		Y	A	39.8	2	14:03	
24		N	N	89.2	2	10:08	
25		N	P	90.9	2	9:03	
26		Y	A	100	2	14:00	
27		N	A	91.9	3	8:02	
28		N	N	96.8	2	13:05	

Figure 7. (Letter to Pupils' Guardians)

Dear Parent / Guardian,

Our names are Cerian Williams and Ben Jones and we are studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. We are currently student teachers within Dylan Thomas Community School and are currently teaching in your child's class.

We would like to invite your child to participate in our research project. The title of the project is '*To what extent does differentiated scaffolding have an effect on pupils' productivity*' and we aim to conduct lesson studies where we monitor the productivity of three pupils in the class. Through your child's participation, we hope to ascertain that differentiated scaffolding benefits the learner.

The process will consist of two observed lessons and a group focus interview at the end of both lessons. All names will be kept strictly confidential and will only be known by ourselves. 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 both 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 an encrypted USB and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact either of us at your convenience.

Yours sincerely,

Cerian Williams

&

Ben Jones.

Figure 7.a.(Pupil Consent Form)

PARENT CONSENT FORM		
PROJECT TITLE: 'To what extent does differentiated scaffolding have an effect on pupils' productivity.'		

Name of Researchers: Cerian Williams & Ben Jones.

Please initial box

1. I confirm that I have read and understand the information sheet dated 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
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When completed, please return in the envelope provided to their class teachers by the of

Thank you.