

Questions:

- 1) What did you think about the lesson ?

Child 3: Good- measuring stuff

Child 1: Good- likes maths

Child 2: Good- measure things

(ask questions which expand upon the pupils' answer)

- 2) What did you learn during the lesson?

Child 1: Different things are different sizes

Child 3: To measure

Child 2: How to measure

- 3) How did you think of the main activity?

Child 1: Amazing

Child 2: Good amazing

Child 3: Good

- 4) Did you complete the main activity?

All finished the ribbons

- 5) Which part did you complete, which parts didn't you complete?

N/A

- 6) Did you want to do the extension activity?

All yes

7) Why did you want to do the extension activity?

Child 1: Fun to know different things

Child 2: Likes measures

Child 3: Fun

8) What did you think of the extension activity?

Child 1: Hard but fun

Child 2: a bit easy

Child 3: agreed with child 1

9) Did you complete the activity?

All yes

10) Which part did you complete, which parts didn't you complete?

N/A

11) Did you use strategies/ methods/ resources during the lesson? (choices will be given – whiteboard, blocs)

Child 1: used the resources which are available

Child 2: Ones needed

Child 3: Used a ruler to measure a window

12) How do you feel you did during the lesson/ activity?

All happy

13) Why?

Child 1: likes maths – wants to know how to measure things

Child 2: Likes maths

Child 3: Likes measuring

14) What did you like best about the two tasks? (directed at all three pupils individual)

Child 1: Measuring the door

Child 2: Measuring

Child 3: Measuring the table

(All three pupils preferred the extension task)

Questions:

1) What did you think about the lesson ?

Child 1: liked it

Child 2: Nice, measuring

Child 3: Good- measuring

(ask questions which expand upon the pupils' answer)

2) What did you learn during the lesson?

Child 1 and Child 2: Measuring height

Child 3: Can't think

3) How did you think of the main activity?

Child 1: liked measuring

Child 2: enjoyed it

Child 3: liked writing

4) Did you complete the main activity?

All finished

5) Which part did you complete, which parts didn't you complete?

N/A

6) Did you want to do the extension activity?

All yes

7) Why did you want to do the extension activity?

Child 1: Fun

Child 2: Learned measuring

Child 3: Fun

8) What did you think of the extension activity?

Child 1: liked it

Child 2: liked it fun

Child 3: really liked it

9) Did you complete the activity?

All yes

10) Which part did you complete, which parts didn't you complete?

N/A

11) Did you use strategies/ methods/ resources during the lesson? (choices will be given – whiteboard, blocs)

Child 2: Measuring tape and books

12) How do you feel you did during the lesson/ activity?

Child 1: excited

Child 2: Lovely

Child 3: Happy

13) Why?

Child 1: enjoyed measuring people height – wants to know how to measure things

Child 2: enjoyed working with Child 1

Child 3: Likes measuring

14) What did you like best about the two tasks? (directed at all three pupils individual)

Child 1: measuring

Child 2: writing

Child 3: Measuring

Appendix Three

Observation schedule: Hannah Brenchley

Checklist Observer:

Context:

Tick if Observed	Child 1	Child 2	Child 3
1) Low Activity			
2) A Frequently Interrupted Activity			
3) Mainly Continuous Activity			
4) Continuous Activity with Intense Moments		✓	✓ - drawing lines
5) Sustained Intense Activity			

1) Low Activity

Activity at this level can be simple, stereotypic, repetitive and passive. The child is absent and displays no energy. There is absence of cognitive demand. The child characteristically may stare into space. N.B. This may be a sign of inner concentration.

2) A Frequently Interrupted Activity:

The child is engaged in an activity, but half of the observed period includes moments of non-activity, in which the child is not concentrating and is staring into space. There may be frequent interruptions in which the child is not concentrating and is staring into space. There may be frequent interruptions in the child's concentration, but his/her involvement is not enough to return to the activity.

3) Mainly Continuous Activity:

The child is busy at an activity, but it is at routine level and the real signals for Involvement are missing. There is some progress, but energy is lacking and concentration is at a routine level. The child can be easily distracted.

Appendix Four

Area	My reflection	Partners
Description; (what happened?)	A maths lesson focusing on how to measure.	We looked at the use of an extension task to see if it would increase pupil's motivation towards learning during the main activity and extension task. The main activity included pupils using a ruler to measure pieces of ribbon up to 15cm. The extension task involved pupils estimating whether objects would be longer or shorter than 30cm.
Feelings; (What were you thinking and feeling?)	The lesson went well, although I felt the first task was a bit too easy for the pupils and could have been a bit more challenging. The extension task was good- but there was a confusion about whether the pupils needed to measure items in the class or whether they could measure any item. Some pupils were not on task and rushed the activity to choose. Child S1 was frequently distracted in and out of the lesson- rushed the activity and said she had completed	I thought that pupils found the first task relatively easy compared to the ability level below them, this meant they moved on to the extension task quickly. Pupils were happy to carry out the extension task.
Evaluation; (What was good and bad about the experience?)	Good- pupils were engaged and all enjoyed measuring things around the classroom.	Pupils showed a good understanding of the task and completed the activity to a high standard. During the extension task some pupils seemed to rush the activity while others took their time.
Analysis; (What sense can you make of your situation?)	The outcome of the lesson matched what was predicted by my researcher partner. They pinpointed which child they believed would rush the activity and which would complete the task the way they wanted.	The results of the observation are as predicted prior to the lesson. Pupils demonstrated attributes which have been present through similar settings.
Conclusion; (What else could have been done?)	The main activity could have been longer or a bit more challenging as pupils rushed through it. S1- did not check if her measurements were correct, I had to inform her to do this. Maybe she needed more guidance and support. Additionally, she struggled when asked to go around the room to find something to measure. More consistency with regards to whether the pupils were supposed	Pupils main activity could have been extended if time had allowed for this and it could have been adapted to be more challenging for MAT learners.

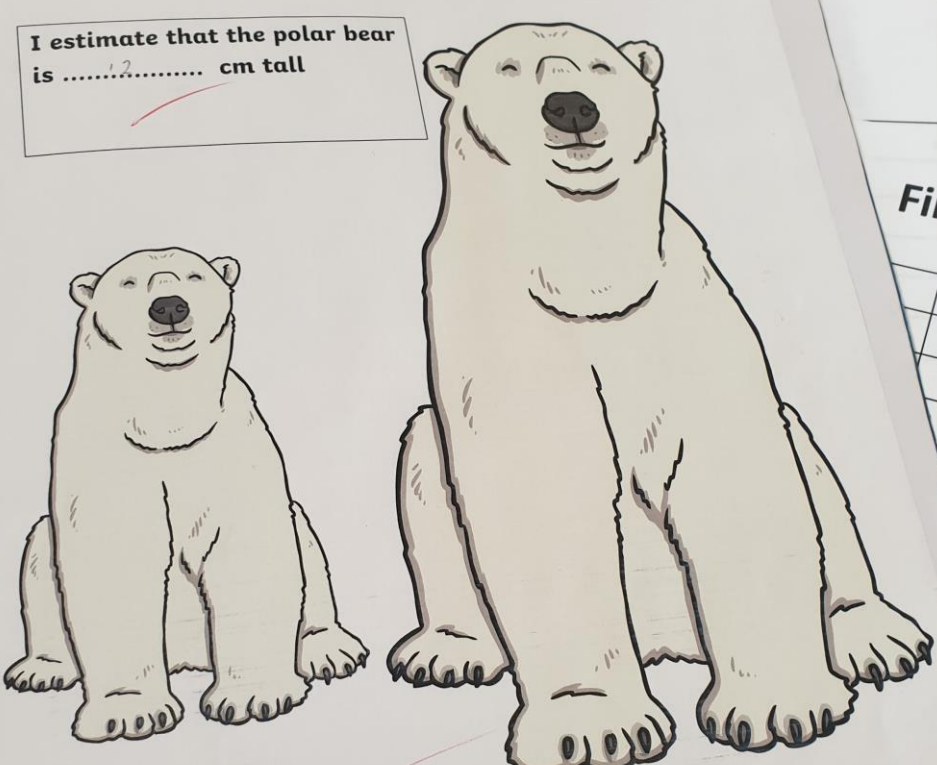
Appendix five

Area	My reflection	Partners
Description; (what happened?)	A math lesson focusing on estimating and measuring with an extension task. The extension task focused on measuring the height of other pupils in the class.	<i>We looked at the use of an extension to pupil's motivation towards learning during main activity and extension task. The main activity included pupils making estimates of the length of a polar bear (worksheet). The extension task included pupils looking at heights of pupils in the classroom and recording this.</i>
Feelings; (What were you thinking and feeling?)	I feel the extension task went well all pupils wanted to complete the task and showed really enthusiasm for it. Two pupils showed continuous engagement with the task with little distraction, while one pupil was less engaged as the task went on and wanted to go and choose.	<i>I think throughout the lesson 2 pupils showed continued engagement with only small moments of distraction, whilst 1 pupil was prompted and was more interested in free choice.</i>
Evaluation; (What was good and bad about the experience?)	The pupils enjoyed the task and attempted to work independently to complete the task but needed some support with measuring and reading the tape measure. Pupils have not done this before and therefore it was a very good first attempt by the pupils. Additionally one pupil noticed her height had been recorded wrong because she knew she was taller than another boy in the class.	<i>I think that pupils dealt well with the main activity, pupils in the group had low engagement levels. A possible solution may be to have different animals within the worksheet. However completed the task and moved onto the extension. Two of the pupils were very engaged in the extension task whilst the other was looking to move onto free choice.</i>
Analysis; (What sense can you make of your situation?)	The results of the lesson whereas predicted with two pupils showing continuous engagement and one pupil showing low level of engagement.	<i>The results of the observation are as predicted prior to the lesson. Pupils demonstrated attributes which have been present throughout similar settings.</i>
Conclusion; (What else could have been done?)	My partner suggested that possibly I could have used different animals during the first task rather than all polar bears to keep the pupils engaged. Which now reflecting on the lesson I agree with.	<i>Pupils main activity could have been adapted to use different animals to keep pupils on task.</i>
Action Plan; (If it arose again what would you do?)	If the lesson arose again, I would have given more instructions to the pupils before they complete the extension task. Allowing them to complete the task more independently when they go to do it rather than needing my assistance.	<i>If I was to carry out this lesson again, I would allow pupils to work independently. If circumstances allowed this could have been done effectively by grouping pupils into ability pairings.</i>

Appendix Six

I estimate that the polar bear is ¹²..... cm tall

I estimate that the polar bear is ³⁵..... cm tall



10 cm tall

17 cm tall

18

I estimate that the is cm

Find an

Heig
120 ✓
160 ✓
33 ✓
✓ cm
✓ cm
✓ cm
✓ cm
7 ✓

Appendix seven

Observation Schedule

Emma Dando 1902946

Checklist Observer:

Context:

Tick if Observed	Child 1	Child 2	Child 3
1) Low Activity			
2) A Frequently Interrupted Activity	✓		
3) Mainly Continuous Activity			
4) Continuous Activity with Intense Moments		✓	✓
5) Sustained Intense Activity			

4 ✓

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