

Appendices 1Letter and consent form**CONSENT FORM**
PROJECT TITLE:

Name of Researcher:
Mrs. Rees

Please initial box

1. I confirm that I have read and understand the information sheet dated 03/02/2020 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

Date

When completed, please return to Mrs. Rees by the 10th January 2019.

Thank you.

Dear Parent / Guardian,

My name is Mrs. Rees and I am studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within Mount Stuart Primary School and am teaching in your child's class.

I would like to invite your child to participate in my research project. The title of the project is 'Are children more engaged when grouped in mixed ability seating?' and I aim to see if there is a positive influence on their work. Through your child's participation, I hope to ascertain a better understanding of the effectiveness of mixed ability seating.

In order to carry out this piece of research, we will conduct a lesson for all pupils. However, only a selection of children will be chosen for observation from those we have received consent. Following this, 3 children will be asked to attend a mini interview to share their views of the lesson. The results of the study will be shared with research parents and relevant university staff. All observations and answers will be kept confidential and data will be anonymised. All data will be analysed to see how effective the use of mixed ability seating is within the activity.

All names will be kept strictly confidential and will only be known by myself and my research partner. 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, I 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 my PGCE course. The results of this study will be stored on a password protected USB stick and written documents will be stored in a secure place 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 me at your convenience.

Yours sincerely,

Mrs. Rees

Appendices 2Observation sheet and key template

Checklist Observer:

Time Scale:

Content:

	Pupil A	Pupil B	Pupil C
Start of the task	1- 2- 3- 4-	1- 2- 3- 4-	1- 2- 3- 4-
During the task	1- 2- 3- 4-	1- 2- 3- 4-	1- 2- 3- 4-
End of the task	1- 2- 3- 4-	1- 2- 3- 4-	1- 2- 3- 4-
Overall Behaviour (through mode)			

Additional Comments	Pupil A	Pupil B	Pupil C

Key for the observer**1) Low Activity**

Activity at this level can be simple, stereotypic, repetitive and passive. The child is absent and displays no energy. There is an 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 the child's concentration, but his/her Involvement is not enough to return to the activity.

3) Continuous Activity with Intense Moments

The child's activity has intense moments during which activities at Level 3 can come to have special meaning. Level 4 is reserved for the kind of activity seen in those intense moments and can be deduced from the 'Involvement signals. This level of activity is resumed after interruptions. Stimuli, from the surrounding environment, however attractive cannot seduce the child away from the activity.

4) Sustained Intense Activity

The child shows continuous and intense activity revealing the greatest Involvement. In the observed period not all the signals for Involvement need be there, but the essential ones must be present: concentration, creativity, energy and persistence. This intensity must be present for almost all the observation period.

Appendices 3Interview questionsQuestions for childrenYear 6

1. How do you work best in task? - Why do you think this?
2. When working in groups are you happy to ask for advice from your classmates? Why?
3. What factors might affect you when working in a group?
4. Are you willing to support your classmates who may need some support? Why?
5. When you are told to work with a group, are you always on task or distracted?
6. How do you feel about working in the group? Would you change it?

Year 2

1. Looking at these pictures (group, pair, trio, own) which one do you work best in? Why did you pick _____?
2. Do you like asking your friends for help? Why?
3. If you are in a group with children from your class, what might be a problem for you?
4. Do you help your friends when you are working? Why?
5. When you work in a group are you doing the work or are you doing something else?
6. Today, you worked in a group how did you feel? Would you change anything in that group?

Appendices 4Reflection sheetReflection Pro-forma (Kolb – Experiential Learning)

1. Concrete Experience	2. Reflective Observation
3. Abstract Conceptualisation	4. Active Experimentation

Appendices 5Lesson Plan (Year 6)

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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

**Lesson Plan Phase 1****Lesson Plan – Step 1 Cynllun Gwers – Cam 1**

Student-teacher			Class:	Year 6
AoLE or Subject	History		Date:	
Lesson Focus:	Enigma machine- decoding messages			
Meaningful links to Curriculum	<u>History</u> Understand why people did things, what caused specific events and the consequences of those events			
Meaningful links to: Cross Curricular Responsibilities	<u>DCF</u> Demonstrate how programs or processes run by following a sequence of instructions exactly and in order			
Personal Targets (Linked to QTS and identified in weekly review)				

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: Work as a trio to work out the key. Use a shift cipher to decode message.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Can create a shift cipher. Can work as a trio to work the keys for different codes. To decode the messages. Can produce their own key and message.	By the end of the session, learners will have decoded 4 codes from using a shift cipher.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Provide Date/Title/LO Teacher to explain that we are going to be looking at The Enigma Machine and ask pupils if they know: - What is The Enigma Machine? - When do they think it was used? Explain if needed that it is sending secret messages that were uncrackable in WW2 unless you knew the key to break the code. Teacher to talk through: - Slide 2: This will help to set the scene that they are going to be a cryptography. - Slide 3: Some quick vocabulary Teacher to explain that we are going to use the simplest cipher which is a shift cipher and we are going to be doing this as a trio to work out codes. Teacher to talk through: - Slide 4: Showing what it looks like and how it works - Slide 5: Explain that the key has changed so we move it x amount according to the key.	Children to copy into topic book date/title/LO Learners to interact with the different questions. Learners to interact with the presentation.	Powerpoint Cipher wheel example
Teaching & Core Learning	Slide 6: Explain to the class that they need to make their cipher wheel together as a group and work out the key and the code. Once you know the key, the code is easy to decode. In their trio's learners are too: - Make a cipher wheel - Work out the key together	Learners to make the cipher wheel together and work out the key together to decode the words.	Split pins Scissors Cipher wheel sheet Code sheets for children to complete

	• Decode the words Teacher to go around and support groups if needed. Teacher to make a judgement and give the key to the keys if needed.		
Plenary	Teacher to ask for the secret codes and check to see if they match the messages on display. If there is time, in their trio, children to try and think of their own message and key for another group about WW2.	Learners to check their codes against the ones that are on display. Learners to work together to produce their own code relating to WW2.	

Appendices 6Year 6 observation results

Checklist Observer: L.O

Time Scale: 45 mins

Content: Topic lesson

	Pupil A	Pupil B	Pupil C
Start of the task	1- 2- 3- 4- III	1- 2- 3- 4- III	1- 2- 3- I 4- II
During the task	1- 2- 3- II 4- +++++	1- 2- 3- III 4- +++++-I	1- 2- II II 3- II II 4- I
End of the task	1- 2- 3- 4- +++++	1- 2- 3- 4- +++++	1- 2- 3- III 4- I
Overall Behaviour (through mode)	4) Sustained Intense Activity	4) Sustained Intense Activity	3) Continuous Activity with Intense Moments

Additional Comments	Pupil A	Pupil B	Pupil C
	MAT took the lead throughout		Relied on support from their peers

Key for the observer**1) Low Activity**

Activity at this level can be simple, stereotypic, repetitive and passive. The child is absent and displays no energy. There is an 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 the child's concentration, but his/her Involvement is not enough to return to the activity.

3) Continuous Activity with Intense Moments

The child's activity has intense moments during which activities at Level 3 can come to have special meaning. Level 4 is reserved for the kind of activity seen in those intense moments and can be deduced from the 'Involvement signals. This level of activity is resumed after interruptions. Stimuli, from the surrounding environment, however attractive cannot seduce the child away from the activity.

4) Sustained Intense Activity

The child shows continuous and intense activity revealing the greatest Involvement. In the observed period not all the signals for Involvement need be there, but the essential ones must be present: concentration, creativity, energy and persistence. This intensity must be present for almost all the observation period.

Appendices 7Year 6 interview responsesQuestions for childrenYear 6

1. How do you work best in task? - Why do you think this?
 - A- Working with everyone. My friends so we can share idea's but on my own so I can concentrate.
 - B- By working with a team, it makes me feel more independent because we are sharing ideas.
 - C- Sometimes in a team and on my one. I want to do it independently.

2. When working in groups are you happy to ask for advice from your classmates?
Why?
 - A- Yes – I feel comfortable in asking.
 - B- I feel happy to ask, it makes me better.
 - C- Yes – So I can understand.

3. What factors might affect you when working in a group?
 - A- Talking and them fussing.
 - B- Depends on the people who I am working with.
 - C- My friends talking to me means I do less work.

4. Are you willing to support your classmates who may need some support? Why?
 - A- Yes, because if you needed help, you would want them to help you.
 - B- Yes, if I understand it or I will ask the teacher for them.
 - C- Yes, because they will get into trouble (Not finishing).

5. When you are told to work with a group, are you always on task or distracted?
 - A- Most of the time we are on task.
 - B- Sometimes get distracted.
 - C- Sometimes.

6. How do you feel about working in the group? Would you change it?
 - A- Okay, comfortable but I wanted to be with my friends, but it was fine.
 - B- Kind of. I would change it to my friends but keep it as a trio.
 - C- I like it. They helped me.

Appendices 8Reflective Proforma (Year 6)Reflection Pro-forma (Kolb – Experiential Learning)Year 6

1. Concrete Experience • Mixed ability groups, all working at the same time • In each group MAT x1, Core x1, Support x1 • All children placed in a specific seat • As a group, they needed to make the cipher wheel, find the key to decode the message as a group.	2. Reflective Observation • All were engaged and helped to support each other as a group. • Good teamwork shown • Having a MAT child in the group helped to support the support and at times core child with staying on task and behaviour.
3. Abstract Conceptualisation • MAT helped support the LA child and this worked well. • Having the whole class not just one group in mixed ability groups/seats kept all on task. • Depending on the part of the task, children were engaged.	4. Active Experimentation For the next lesson study, we have decided to keep the same structure and approach to see if mixed ability is different within a different phase.

Appendices 9

Lesson Plan (Year 2)



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher		Class:	Year 2
AoLE or Subject	Knowledge and Understanding of the World	Date:	03/02/20
Lesson Focus:	To be able to use a variety of questions to understand the ways of life at different times.		
Meaningful links to Curriculum	begin to identify differences between ways of life at different times, <i>e.g. by comparing a familiar place at different times in the past</i>		
Meaningful links to: Cross Curricular Responsibilities	Literacy:- ● Prepare and ask a variety of questions, e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?', for a variety of purposes and to clarify understanding - Show understanding of what they have heard by asking relevant questions to find out specific information. - Contribute to discussion, keeping a focus on the topic and taking turns to speak DCF - use digital technology to communicate and connect with others locally and globally		
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
- By the end of the lesson, all pupils will be able to provide 1 question to identify the difference between ways of life at different times. - By the end of the lesson, some pupils will be able to provide at least 2 questions to identify the difference between ways of life at different times.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
- Able to work respectfully as a team. - Able to provide at least 2 questions in each box.	- Respond to questioning. - Provide at least 2 questions in each box.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	1. Recap previous learning with children by asking them "What have we learnt about Cardiff over the last few weeks". 2. Listen to children's response. 3. Ask children "what questions could they ask if they wanted to find out information about an image"? (Show children the image on the Powerpoint). 4. Listen to children's response. 5. Introduce learning objective and assign children into the working stations. Group to work with teacher – x6 Group to work with TA – x6 Middle room – x6	1. Respond to questioning. 3 – Respond to questioning. 5 – Listen to the teacher.	Powerpoint X2 ipads X6 worksheets X2 images

2

	question they could ask to find out more information about the image. Children must then write the question in the box. When each box is completed, instruct children to upload completed worksheet onto Seesaw		
Plenary	- Finish by asking children can they remember the 5 important questions we can ask to find out more information.	Respond to questioning.	

4

	Outside area – x6 Creative area Ipads		
Teaching & Core Learning	1. Explain to children that they need to think of questions they could ask to find out information about the image. 2. Introduce the questions and explain how we can use these to find out more information:- - What - When - Why - Who - How 3. Instruct children to work as a team in order to think of at least 1	1. Listen to the teacher. 3 – Work as a group to think of a question and then write it down on the sheet.	

Appendices 10Year 2 results

Checklist Observer: S.R

Time Scale: 45 minutes

Content: Literacy

	Pupil D	Pupil E	Pupil F
Start of the task	1- 2- 3- I 4- II	1- 2- I 3- 4- II	1- I 2- II 3- 4-
During the task	1- I 2- 3- I 4- III	1- I 2- I 3- 4- III	1- I 2- I 3- II 4- I
End of the task	1- 2- 3- 4- I	1- 2- 3- 4- I	1- 2- I 3- 4-
Overall Behaviour (through mode)	4 – Sustained Intense Activity	4 – Sustained Intense Activity	2) A Frequently Interrupted Activity

Additional Comments	Pupil D	Pupil E	Pupil F
	Supported LA with spelling words and formation	Supported LA with spelling words and formation	Well supported by Core and MAT. Distracted mostly when it wasn't her turn.

Key for the observer**1) Low Activity**

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4) Sustained Intense Activity

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Appendices 11Year 2 interview responsesQuestions for childrenYear 2

1. Looking at these pictures (group, pair, trio, own) which one do you work best in?
Why did you pick _____?

D- Trio because I get more ideas.
E- A Pair. I like being with my friend.
F- Trio. Child F couldn't give a reason why.
2. Do you like asking your friends for help? Why?

D- Sometimes like asking my friends because my friends help me.
E- Sometimes.
F- No. Child F couldn't give a reason why.
3. If you are in a group with children from your class, what might be a problem for you?

D- Noise, Silly.
E- Both might not know the answer.
F- Noise.
4. Do you help your friends when you are working? Why?

D- I help because I want to support then.
E- Yes, so they can know the answer and help them with workings out.
F- No.
5. When you work in a group are you doing the work or are you doing something else?

D- Distracted, we talk.
E- Sometimes, chat with the person by me.
F- No, just work.
6. Today, you worked in a group how did you feel? Would you change anything in that group?

D- I enjoyed the group.
E- Yes, because they had clever ideas.
F- I wanted to be with my friend.

Appendices 12Reflective Proforma (Year 2)Reflection Pro-forma (Kolb – Experiential Learning)Year 2

1. Concrete Experience • Mixed ability group placed in certain seating • In each group MAT x1, Core x1, Support x1 • Working together to think of questions they could ask to find out more information	2. Reflective Observation • LA child work well as the students supported that pupil • MAT student did become distracted as the activity was too easy and had to wait patiently for the LA child to finish the word • LA lost engagement at times when not doing anything
3. Abstract Conceptualisation • Using this approach benefited the LA child • Effectiveness of mixed ability was less for MAT child • MAT child needed more challenge throughout	4. Active Experimentation • Trail in different subjects • More pupils to observe and interview