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Lesson Study 1 Appendices

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Appendix 1 - Lesson Study 1 Plan

Trinity Saint David Addysgi Gymru / Education for Wales Lesson Plan Phase 1 Lesson Plan – Step 1 Cynllun Gwers – Cam 1			
Student-teacher	Melissa Carter-Evans	Class:	Emerald – Year 5
AoLE or Subject	LIC	Date:	03/02/20
Lesson Focus:	Expanding sentences. (Research module lesson)		
Meaningful links to Curriculum	English – Oracy – speaking - Develop their ability to use a wide range of syntax structures, vocabulary and terminology in their talk. Listening - Listen carefully to presentations using techniques to remember the main points, e.g. making notes, summarising. Listen to others, asking questions and responding to both the content and the speakers' viewpoints. Contribute to group discussion, taking some responsibility for completing the task well. Build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas. Reading – Reading strategies - use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context. Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences. Writing - Meaning, purposes, readers – write with a clear purpose, showing consideration for the reader, e.g. by choosing appropriate vocabulary and presentational devices. Use the characteristic features of a range of continuous and non-continuous texts in their writing, beginning to adapt their style to engage the reader, using imagination where appropriate. Proofread their own work and that of others, assessing it and making appropriate recommendations for improvement; edit/redraft work to show progression. Revise and improve writing, explaining why they have made changes. Structure and organisation - use paragraphs, which have a main idea and related details. Language - Use appropriate vocabulary, including subject-specific words and phrases. Choose and use a wide range of adventurous and imaginative vocabulary with increasing precision. Writing - Grammar/punctuation/spelling/handwriting - Produce legible, cursive handwriting with increasing fluency. Craft their writing by using the standard forms of English.		

	Use different sentence structures, including complex sentences showing relationships of time, or cause.
	Use the full range of punctuation to guide the reader in complex sentences.
Meaningful links to: Cross Curricular Responsibilities	YCC – Incidental Welsh. Numeracy – To be able to use effective time management
Personal Targets (Linked to QTS and identified in weekly review)	Exploiting subject disciplines in areas of learning – Develop sound knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans independently and appropriately.
Real life authentic contexts - The student-teacher demonstrates a sound understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends and enhances the learner's cultural, linguistic, religious and socio-economic experience and illustrates confident applications of concepts and abstracts in practice.	
Challenge and expectations – Providing appropriate levels of challenge and expectations for the range of student abilities and characteristics, highly motivating learners to achieve.	
Differentiation - understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.	

Learning Objectives (focus on Learning- use accessible vocabulary):	
Pupils will learn to expand sentences using an adjective, when, where, why and how.	

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)
Pupils can explain what an adjective is.	Pupils to verbally explain what an adjective is then include them in their sentences.
Pupils can create longer, richer sentences using the 'expanding sentences' technique.	GOLD – To expand using an adjective, when, where, how and why, for all sentences. SILVER – To expand using an adjective, when, where, how and why, for three sentences. BRONZE – To expand using an adjective, when and where for 3 sentences.

Time 75mins	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) 20mins (MAX)	(Prior to lesson, explain research activity to P, X, A and advise they will work on table with HJ observing. Request assent prior to lesson. 'Ne' back up pupil if any of others absent). DATE: Dydd Llun, 2il Chwefror 2020 LO: To expand sentences. Ensure IWBs are on table prior to lesson. Write G/S/B levels on WB prior to lesson. Open 'Expanding sentences' ppt. Explain to pupils that today we will be looking at making our sentence bigger and better by using adjectives and answering when, where, why and how. Open slide 3 (and 4) and show pupils sentence – 'We stood outside for 20 minutes', then reveal each building block to make sentence even better. Cold call and ask pupils for an idea for some of the arrows (build if appropriate).	Pupils to listen to lesson explanation. Pupils to respond with ideas for the adjective, when, where, why and how when cold called. Pupils to build when asked.	Whiteboard Expanding sentences ppt. IWBs IWB pens Literacy books

	No hands-up / cold call LA, MA and HA - ask pupils for their view as to why they think this technique is a good one for building sentences. Encourage reactions to responses. Open slide 5 – advise pupils they are going to work in pairs to build an even better sentence using IWBs. Pupils to take it in turns to write each part of the sentence. Show 'I ate a cake' sentence and display all the components that pupils need to include. Put timer on board and give 2 minutes. After 2 mins cold call 2 or 3 pupils to read out their sentences. Award 'dojos' as appropriate. Open slide 6 and show pupils what they need to do to achieve gold, silver and bronze. Ask pupils to close their eyes and hands up for each to see who is aiming for what. P & G to give out literacy books. Open slide 7 with sentences. Advise when pupils complete these, they should create their own sentences.	Pupils to respond to cold call and react (agree, disagree, build on) to responses. Pupils to work in pairs to expand sentence using adjective, when, where, why and how. Pupils to read out their sentences to the class. Pupils to select level they are going for. Ask any questions about task – hand-up.	
Teaching & Core Learning 45 mins	MCE – Speak to J & L and give them 'adjective' task sheet and explain they should write the sentences in their book and fill in blanks with 'describing words' – model first with them (supply teacher to provide task support) MCE – Check in with MAT pupils taking part in research task to ensure task is understood.	J & L to work on differentiated adjective task with support from supply. Pupils to work independently writing sentences in their literacy books choosing level to work to – information on whiteboard. 3b4me, peer, whiteboard/slides, previous work can be used to help.	Literacy books Whiteboard – Question slide

	Float support all other pupils – ask open questions. Provide formative feedback by questioning pupils choices and providing options to pupils who may strugglewith ideas. KW - to support A and pupils on table. MCE - Ask pupils to self assess at the end of the lesson.																		
Plenary 10 mins	Ask pupils to swap books with partner and peer assess sentences. Ask pupils if anyone’s work should be awarded a dojo. MAT Pupils (part of research module to complete Success criteria/ target setting matrix. <table border="1"><thead><tr><th>Success Criteria</th><th>Achieved (dots)</th></tr></thead><tbody><tr><td>1. I can use adjectives correctly to extend sentences.</td><td></td></tr><tr><td>2. I can use when, where, why and how questions to extend sentences.</td><td></td></tr><tr><td>3. I can create my own sentences and expand them using adjectives, when, where, why and how questions.</td><td></td></tr><tr><td colspan="2">Targets</td></tr><tr><td colspan="2">Target 1:</td></tr><tr><td colspan="2">Target 2:</td></tr><tr><td colspan="2">Target 3:</td></tr></tbody></table>	Success Criteria	Achieved (dots)	1. I can use adjectives correctly to extend sentences.		2. I can use when, where, why and how questions to extend sentences.		3. I can create my own sentences and expand them using adjectives, when, where, why and how questions.		Targets		Target 1:		Target 2:		Target 3:		Class to peer assess using purple pens.	Literacy books Dojo app Purple pens
Success Criteria	Achieved (dots)																		
1. I can use adjectives correctly to extend sentences.																			
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Targets																			
Target 1:																			
Target 2:																			
Target 3:																			

Expanding Sentences



LO: To expand sentences

Expand sentences using adjectives, who, what, when where and why.

We stood outside for twenty minutes.

Adjective → We stood outside for twenty **miserable** minutes.

When → **This morning** we stood outside for twenty miserable minutes.

Where → This morning we stood **on the pavement in front of the school** for twenty miserable minutes.

How → This morning we stood **shivering on a snow-covered pavement in front of the school** for twenty miserable minutes.

Why → This morning we stood shivering on a snow-covered pavement in front of the school for twenty miserable minutes, **while the fireman investigated the cause of the fire alarm.**

Pass the sentence on...

In pairs / threes have a whiteboard and extend this sentence...

I ate a cake.

Adjective →

When →

Where →

← Why

← How

Going for Gold!

GOLD – To expand using an adjective, when, where, how and why, for all sentences.

SILVER – To expand using an adjective, when, where, how and why, for three sentences.

BRONZE – To expand using an adjective, when and where for 3 sentences.

Expand these sentences!

- The car was parked.
- They saw a bird.
- We ran to the door.
- He picked up the remote control.
- I smiled at the baby.

Appendix 3 - Lesson Study 1 Reflection

Reflection

Brookfield's 4 lenses 1998 with Gibbs 1988

With each stage of the cycle, we can consider Brookfield's 4 lenses;

Self, Peers, Students, Scholarship

Description: What happened?

Lesson plan attached below:

[\\...\PTE\Year 5\Week 4\Literacy\Lit Lesson Sentence_Building.docx](#)

- Structured lesson using modelling demonstration; 'adjective, when, where, why and how' approach – lesson chosen on back of research (Impact Wales idea)
- Questioning during lesson input – asking pupils to build on ideas and sentences.
- Encouraging **team work** and collaboration (pairs and threes)
- some pupils stronger at this than others.
- Live feedback and marking during main task – AFL providing pupils with clear direction as to how they can improve.
- Dojo points and amazing box prizes awarded to pupils who displayed effort, engagement and good answers/work.
- Books marked immediately after lesson and feedback logged – along with stars based on targets being achieved.
- Support provided to

ALN pupils and differentiated task provided – building to bronze level.

- Pupils hooked into lesson and keen to share ideas for sentence starter during input.
- Pupils worked in pairs to create own sentence during lesson input – some work well in groups, others less so – pupils keen to share their sentences with the class.
- Pupils remained on task throughout lesson.
- Most pupils completed at least silver or gold target by including adjective, when, where, how and why in each sentence.
- MAT pupils started to make progress on contriving own sentences and thinking independently.
- MAT pupils able to set personal targets on the back of the lesson.
- Pupils able to advise peers WWW and EBI during plenary.

Evaluation: What was good and bad about your experience

Self

My experience was overall a positive one as the pupils demonstrated learning throughout and when marking books pupils clearly showed understanding in their sentence construction. The only negative I felt throughout the lesson was my need to have to bring pupils back to task as they were chatting or **fussing** and noise levels were raised. It was also interesting that pupils did not fully link their targets to the success criteria that was set, which I am keen to formally explore more fully.

Peer

HU advised that lesson was a positive experience and was very enjoyable from the perspective of seeing my behaviour management, pace and pupil interaction. She also enjoyed the experience of being in another (very different), school and observing alternative cohort of MAT pupils. HU advised that there was nothing bad about her experience.

Students:

Pupils displayed very positive responses to the lesson and enjoyed it as they were able to use their imaginations and construct their own ideas. Pupils were extremely keen to share their sentences with the whole class (apart from one child) and did so with enthusiasm. Only one pupil displayed a lack of confidence in relation to reading their sentences to the class – which they advised was partly because they didn't want to speak in front of everyone and partly as they did not feel confident about their sentences – however when I marked the sentences they were good and achieved silver level.

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Feelings: Describe feelings and emotional responses

Self

I felt generally positive about most aspects of the lesson as pupils were engaged throughout the lesson input, main task and plenary. I focused on ensuring my lesson input was as succinct as possible with quality tasks for pupils to develop their understanding. The class is quite a lively one with lots of personalities and fussing (this is normal) and I did have to be quite vocal at times to bring the noise and chatter levels down – although a lot of the chatting was about the sentences that they were writing. I was possibly trying to reign the class in a little too much and I need to be conscious of not being too harsh on the pupils, particularly if the noise is born from enthusiasm.

I particularly enjoyed hearing the sentences that pupils had constructed in their pairs/threes during the lesson input, helped me identify whether pupils were understanding or needed more support. Even though I had explained one task clearly to pupils and had just modelled what I wanted them to do, some pupils decided to do the opposite and write individual sentences, rather than build one long sentence. I found this frustrating, as it feels like pupils aren't listening, just hearing, therefore are struggling to apply what I have explained to them.

As I undertook live marking, providing timely feedback (AFU), I felt proud that so many pupils were able to use the building blocks taught in the lesson to help them build their sentences. Pupils were responding well to my support which also made me feel confident that the lesson was going well and achieving its desired goal.

All pupils (all bar one who opted out when asked) asked to share one of their sentences during the plenary, did so with confidence and clarity, demonstrating strong *cracy* and communication skills, demonstrating strong understanding from the class which made me feel happy and confident that pupils had shown learning and understanding.

Analysis: How do you make sense of the experience? E.g. research

Self

During the lesson I was conscious of the three pupils being observed and wanted to ensure I incorporated their input into the lesson as much as possible, finding the right balance so not to overly include. I used questioning techniques during my lesson input and included allabilities in this. I was very aware of one the MAT pupils being more vocal than the other two, so I ensured, that I questioned all three during input, this however is normal for my lessons. During the lesson, I tried to feedback to the majority of the class on the work that they were doing, I did not prioritise the observed pupils. I was also very conscious during the plenary to select a variety of pupils to read their sentences out, again some MAT pupils were more enthusiastic and keener than others. I don't feel that I approached my questioning and selection differently to a non-research-based lesson, it was simply that I was more conscious of engaging the observed pupils.

Peer

I wondered whether having my peer observing three pupils would cause an unusual set of behaviours, responses from them, would they change their normal demeanour or attitude to work? It didn't appear that way, and the pupils just got on with their work as normal. Throughout the lesson I was intrigued to understand if my peer had made any unique observations that would surprise me as she was closer to the three MAT pupils throughout the lesson, whilst I was making myself available to the whole class.

Scholarship

The Hawthorne Effect was a key consideration throughout the lesson, were pupils behaving authentically or adjusting their behaviour as they knew they were taking part in a research lesson and being observed.

Conclusion: What general/specific conclusions can be drawn?

- Most pupils keen to share ideas for sentence starter during input.
- Pupils generally worked well in small groups/pairs and keen to share ideas with class.
- Most pupils completed at least silver or gold target by including adjective, when, where, how and why in each sentence.
- MAT pupils started to make progress on contriving own sentences and thinking independently.
- MAT pupils able to set personal bespoke targets on the back of the lesson.
- Pupils able to advise peers WWW and EBI during plenary.

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Action Plan: Based on reflection, what could you do in the future?

- Broaden questioning during input, ask deeper questions (although I do this, sometimes time is an issue, as a focus for me is to make my input shorter).
- Continue to focus on behaviour and ensure pupils are on task – but do not over-do this.
- Create more challenging activity for MAT pupils; only model during input, ask them to create own sentences using structure given.
- Develop pupils *cracy* skills and speaking/presenting in front of the class, asking pupils to extend sentences orally.
- Encourage pupils to read their work out loud to identify fluency and whether it can be made better.
- Ask pupils to review feedback from previous lessons and ensure this is applied to work, particularly anything in relation to punctuation and presentation.

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Appendix 4- Lesson Study 1 Interview Transcript (MCE)

Interview Questions MCE Lesson

MCE: Have a chat amongst yourselves about how you felt the lesson went today.

P: I found it really fascinating.

A: It was fun.

X: Yeah it was really fun.

A: Because you could make up your own things.

MCE: What do you like about making up your own things?

A: You can use your imagination. Yeah, it's all about you!

MCE: Ok, anything else you want to add?

A: It just makes it more fun.

MCE: What about the structure then, how did you feel the structure went?

X: Good. Because you just add more important information.

A: Yeah.

P: You can just add word to fill it in.

A: To make it more interesting. When, where, why, how and then an adjective. And then its your own sentences, made up.

MCE: Have you ever used that approach before to build your sentences?

A: I'm sure we did in year 4.

All – Yeah.

A: It was like suspense as well where we had sentences and then we would say dot, dot, dot... and we had to make up the rest.

MCE: Ooh we did suspense didn't we...

All – Yeah.

MCE: So do you think this followed on from last week's lesson?

A: Yeah.

P: It's kind of opposite to um short sentences.

All: yeah.

P: cos for suspense you could do short sentences and long sentences.

A: and ellipsis.

P: Yeah.

A: there was ellipsis in my sentences.

MCE: Ok, so I think you have touched on this already but is there anything you wanted to add about what you think you learnt in the lesson?

X: I learnt how to expand my sentences and make it a bit longer.

MCE: So did you think you were given some new ways of learning how to do that today?

X: Yeah.

MCE: P & A?

A: I definitely need to add more description in my sentences.

P: I probably need to add better presentation.

A: yeah, same, that's probably one of mine. Presentation.

MCE: So the targets you came up with, (handed them back), how did you decide to choose your specific targets?

A: I looked through my book and I just thought what could I improve on and what would make it better.

MCE: And what did you come up with?

A: A little bit more description, more punctuation and a little more adjectives.

MCE: Ok, and so did you refer to the success criteria at all?

A: Ah, yeah.

MCE: Have you been working on those targets before?

A: yes.

MCE: So what do you think the lesson gave you today if you've already been working on those targets before?

A: I learnt a little bit more about adjectives, cos I got some good words that I can put in my sentences and they're all stuck in my head like a library.

MCE: Ok, anything you want to add?

A: uh-uh.

MCE: So, you're happy with your targets.

A: I'm happy.

MCE: fantastic.

MCE: What about you P?

P: I just looked through my work to see what I needed to improve...

H: Did you look through the work you did today or the work you did before?

P: I looked at the work today and I looked at some of the Alma (previous lesson's) work as well.

MCE: So did you find that these targets you came up with, were they predominantly, or really based on today or were they linked to what you've done before, or do you think they were mainly about today?

P: Mainly about today but the better handwriting and presentation were from before.

H: Do you think the targets you created were specific to today's lesson or you could use in any piece of work?

P: Um, you can use them in any piece of work, I think, because you could go over the top in description and you are always supposed to do it better.

MCE: So will you use these targets perhaps in other subjects too? (pupils nod) You would. What subjects?

P: To pic. You said about Geography (pupils recalling conversation about Geography lesson planned later in the week)

MCE: Ah yes, our lesson later in the week.

A: Ooh, I'm so excited!

MCE: Ok, anything else you want to add?

P: No, that's fine.

MCE: X, these targets, how did you select them?

X: Erm, I just looked through my work to see what um, what I could do better.

MCE: Ok, what did you come up with?

X: Add more description, use different adverbs and like kind of use better answers.

MCE: Did this success criteria help you to identify those or was it mainly your own work?

X: Um, it helped me a little.

MCE: Because, you're showing me that you believe you achieved all of those, so when you've looked at those (MCE pointing to success criteria/target sheet), you've been able to look at your work and relate them to the success criteria?

X: Yeah.

MCE: Is there anything you want to add? Do you think you can use your targets elsewhere in other lessons?

X: Err, in literacy. To pic.

MCE: Ok. And have you worked on those targets before?

X: Yeah.

MCE: So they're not new. Ok. Have any of you come up with brand new targets after today?

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MCE: So what was wrong with your punctuation?
A: I wasn't adding many commas.
MCE: Oh I see. So, that's because we were writing longer sentences so you only needed one full stop, didn't you. So you needed to identify where your commas needed to go.
A: Yeah. I used exclamation marks as well.
MCE: Oh great, so you used different punctuation.

MCE: So do you think you know what you need to do next to improve your learning, what do you think, have a chat amongst yourselves.
P: I need to do all my targets!
A: Yeah, same, complete everything and just have everything there and know what to do.
HJ: And was the success criteria helpful or do you think they didn't help you create targets?
A: They did help me, cos they made me realise what I got wrong and that I needed to improve on that and then I'll be good.
P: The success criteria helped me on my target because I did use some adjectives, but I need to add a bit more.
MCE: So did it remind you? Did you keep referring to it during the lesson or did you just look at it once and think 'I'm done with that, I know what I need to do', or did you use it to refer?
P: I looked at it a few times.
A: A few times as well.
X: A few times.
MCE: So you did actually refer to it, you didn't just look at it once. Ok.
MCE: Could you rank your targets for us (explained requirement of ranking) if you can't it doesn't matter, if you can great. (pupils ranked). Was it easy?
A: Yeah.
MCE: Was it easy to do?
A: Pretty much, as more punctuation is definitely needed in my work.
P: I had to think about it. Handwriting, because my handwriting is really scruffy.
MCE: DO you think it's hard for a teacher to read to mark it?
P: Yeah.
X: I put adverbs cos I keep on reusing adverbs.
MCE: So you all found that quite easy to do, you could look at them and go 'ok well I know what's most important to me?
All: Yeah!
MCE: Do you think you have created targets that could be used as your success criteria in the next lesson?
All: Yeah.
P: Definitely.
MCE: In your next literacy lesson or other lesson?
A: Well, you can't use them all the time, cos if we are doing a maths lesson we can't add description and punctuation and adjectives.
MCE: But your handwriting one (to P), that's something you could apply?
P: Yeah.
A: Punctuation definitely. It just depends on the lesson.

HJ: When you said you were referring to the success criteria in the lesson, and looking to see whether you had used adjectives... was it to that detail, did you read them and then do your work? DO you really feel like you looked at them individually and cross referenced them with your work?
A: Yeah, I looked at the sentence, read it over again and then checked through my book and then I looked at the boxes and thought hard.

A: It was quite mostly through the lesson because I wanted it to be my best work.
MCE: And do you think that it is your best work?
A: It was good but punctuation definitely needed more.
MCE: Do you think that if we had given you some time at the end of the lesson to go over your work with the green for growth pen that could have helped you more?
A: Yeah.
MCE: Ok. What about you P?
P: Um, I didn't look back but err, if I had I green pen I would have put more description in it.
MCE: Going back to HJ's question, did you use the SC during the lesson or just at the end or not at all?
P: Just at the end.
MCE: What about you X?
X: Yeah. I did look back in my work at the end.
MCE: So P & X you didn't do what A did and look at the SC during the lesson, A is the only one who did that? (P and X nod) What advice would you give the girls to that A? DO you think you got more of your best work because you used the SC throughout?
A: Yeah. Because usually my SC would mostly be dots not ticks, so because I used it throughout it helped me more.
MCE: Ok. So I notice that P & A have got dots for the third SC I can create my own sentence and expand them using adjectives, when, where, why and how questions. Was that because you didn't get around to doing your independent sentences?
P: We did use our own independent sentences but I don't think I used all 5.
MCE: You personally don't think you've achieved them?
A: No. Adjectives was a little bit um, funky because, if I had used a dictionary or a thesaurus I would have had loads of adjectives but because I just used my brain it was a little bit more wobbly.
MCE: Ok. I will look forward to marking your work and hopefully you can turn those dots into a tick, so if you see my feedback and you read what I've written would that make you change your mind as to whether you have achieved the SC?
A: I would probably change it cos I could have probably done more description than I thought I did and I could have probably done more adjectives than I thought I did.
MCE: Do you read when I put feedback in your books?
All: Yeah, we do.
A: and sometimes we reply to it.
MCE: you do. I notice.
HJ: If we had given you the targets without the success criteria, do you think you would have come up with the same targets?
All: hmmmm
HJ: Do you think it would have been easier, more difficult or the same to write targets?
A: Maybe a little bit more difficult because I wouldn't have realised that I needed to add more description because when I went through it, it made more sense with the success criteria on what I really needed to do. So if I had the success criteria it made more sense.
MCE: What about you X?
X: umm, it would be a bit more difficult cos if I didn't have it, I might have missed, like, some err, things that I would have checked.
P: I would find it more difficult because um, I wouldn't have known my third one.
MCE: So with success criteria, do you prefer to come up with your own or prefer to work with a teacher to come up with the success criteria, or would you prefer for your teacher to come up with the success criteria?
A: Maybe if I'd had my own, I would not have added things I really needed so teachers help us. I feel like the sentence we have on the board actually made me think more about what I can add but when it came to my own sentences, I didn't really know what to add.

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HJ: When you said you were referring to the success criteria in the lesson, and looking to see whether you had used adjectives... was it to that detail, did you read them and then do your work? DO you really feel like you looked at them individually and cross referenced them with your work?
A: Yeah, I looked at the sentence, read it over again and then checked through my book and then I looked at the boxes and thought hard.
HJ: Was that just at the end?

MCE: So with success criteria, do you prefer to come up with your own or prefer to work with a teacher to come up with the success criteria, or would you prefer for your teacher to come up with the success criteria?
A: Maybe if I'd had my own, I would not have added things I really needed so teachers help us. I feel like the sentence we have on the board actually made me think more about what I can add but when it came to my own sentences, I didn't really know what to add.

MCE: so that's your imagination needing a boost?
A: Yeah!
MCE: Anything from you, X and P? Anything to add? (X and P shake head). No, ok.

MCE: So, a little summary, you all found the lesson interesting today (All – Yeah), and you all found the structure quite clear in that you knew what you were planning to do (All – Yeah). Having the success criteria explained and shown to you, helped you (All – Yeah), but it didn't mean that you weren't able to come up with your own targets, you used the success criteria to develop your own personal targets (All – Yeah). You found it quite easy to order your success criteria (A and X – yeah), although P didn't find it easy to order, is that because you think they are all equally as important or a different reason? P – equally important. You all feel that you can use these targets in future lessons and not just literacy lessons (All – Yeah) But the literacy specific targets obviously are a bit different (All – yeah).

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Appendix 5- Lesson Study 1 Target sheets (MCE)

Success Criteria	Achieved (tick)
1. I can use adjectives correctly to extend sentences.	✓
2. I can use when, where, why and how questions to extend sentences.	✓
3. I can create my own sentences and expand them using adjectives, when, where, why and how questions.	...
Targets	
Target 1:	Add a little more description. 3
Target 2:	More punctuation. 1
Target 3:	A little more adjectives. 2

Success Criteria	Achieved (tick)
1. I can use adjectives correctly to extend sentences.	✓
2. I can use when, where, why and how questions to extend sentences.	✓
3. I can create my own sentences and expand them using adjectives, when, where, why and how questions.	✓
Targets	
Target 1:	Add more description 2
Target 2:	Different adverbs 1
Target 3:	Better answers 3

Success Criteria	Achieved (tick)
1. I can use adjectives correctly to extend sentences.	✓
2. I can use when, where, why and how questions to extend sentences.	✓
3. I can create my own sentences and expand them using adjectives, when, where, why and how questions.	...
Targets	
Target 1:	Add more description. 2
Target 2:	Better handwriting 1
Target 3:	Better Presentation. 3

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Appendix 6- Lesson Study 1 Observation Notes (MCE)

ECAD7004 Lesson Study Research

Research Question: Can success criteria be used by learners to create targets to improve, as part of self-assessment?

Observation of MCE Lesson by research partner HJ 03/02/20

Lesson Observation Child 1: initials P	
To what level is child involved during teaching input? (Leuven Scale)	1 / 2 / 3 / 4 / 5
Comments: Child sat well without distraction. Clearly listening to MCE and responding to any questions with her hands on showing clear engagement. During opening task on whiteboard, P gets straight to the task and develops her own sentence independently.	
To what level is child involved during the main task? (Leuven Scale)	1 / 2 / 3 / 4 / 5
Comments: Chose to go for gold in the task differentiation which seemed an appropriate choice and evidence of accurate self-assessment. Learner didn't refer to SC on table during task. Learner did seem as confident as A as sharing her ideas and required quite a lot of thinking time, but created good sentences and was able to move onto the extension of creating her own sentences. It was interesting they she got inspiration from her own life and interests to create her own sentences. Very independent.	
To what level is the child involved during the plenary? (Leuven Scale)	1 / 2 / 3 / 4 / 5
Comments: P was very keen to share her own work during the plenary and had her hand clearly raised for that. However, P was not as keen to comment on what other did well or could improve on their work. This is perhaps something she found more challenging or was less interested in.	
To what level is child involved in success criteria? (Leuven Scale)	1 / 2 / 3 / 4 / 5
Comments: The SC was given to learners. P acknowledged being given the SC, but did not refer to during the main task and production of her sentences. The final targets created all seemed to be general and not with particular reflection on the SC.	

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Lesson Observation Child 2: initials A	
To what level is child involved during teaching input? (Leuven Scale)	1 / 2 / 3 / 4 / <u>5</u>
Comments: Fully engaged in the input. Listening carefully without distraction. Raised hand to contribute at every given opportunity.	
To what level is child involved during the main task? (Leuven Scale)	1 / 2 / 3 / 4 / <u>5</u>
Comments: Decided to go for gold which seemed appropriate for her level, good self assessment. Was very chatty during task, but always on task. Any discussion was around inspiration for her sentences. Although A spent quite a lot of time chatting and reading her ideas to peers this seemed to be part of her working strategy rather than a sign of distraction or being off-task. The most verbal on the table who frequently reached out for clarification/ sharing ideas with P. She was able to independently get a new pen when hers wasn't working. By question 8/9 she had started to get distracted, but this was right towards to the end of the session and after lots of excellent sentences had been produced.	
To what level is the child involved during the plenary? (Leuven Scale)	1 / 2 / 3 / 4 / <u>5</u>
Comments: During the whole class feedback she was very keen to share her work and read out her favourite sentence about no.7 make up with confidence. Also kept her hand up for ideas to develop peers work with praise or improvements. Showing the potential to be critical of her own and peers work.	
To what level is child involved in success criteria? (Leuven Scale)	1 / 2 / 3 / <u>4</u> / 5
Comments: A didn't obviously look at the SC during the production of her work in the main task, but did use it to look through her work and self-mark it during the plenary. She did also consult it when making her targets.	

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Lesson Observation Child 3: initials X	
To what level is child involved during teaching input? (Leuven Scale)	1 / 2 / 3 / 4 / <u>5</u>
Comments: X was quite throughout the lesson, but seemed to be on task and focussed during the input. Seemed less keen to put her hand up, but was clearly engaged with input and she made good sentences on the whiteboard activity and in the main task.	
To what level is child involved during the main task? (Leuven Scale)	1 / 2 / 3 / 4 / <u>5</u>

Comments: X worked quietly and independently through the main task. She didn't ask for any teacher or peer assistance. Although her peers on the table were sharing their ideas, she did not seem to be distracted or wish to contribute. Did not verbalise her ideas at any point. She used the whiteboard to draft her ideas for some sentences and seemed able to self-correct her own spellings.	
To what level is the child involved during the plenary? (Leuven Scale)	1 / 2 / <u>3</u> / 4 / 5
Comments: She didn't put her hand up to share her answer or give suggestions to improve others work, but did seem happy to share her answer when asked by MCE.	
To what level is child engaged/involved in success criteria? (Leuven Scale)	1 / 2 / <u>3</u> / 4 / 5
Comments: X didn't seem to refer to the SC throughout the production of the main task, but did mark her work against them during the end of the lesson. She did create targets, but they seemed more general rather than directly relating to the SC of the lesson.	

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Lesson Study 2 Appendices

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Appendix 7 - Lesson Study 2 Plan (HJ)

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	HJ	Class:	5GT
AoLE or Subject	LLC	Date:	04/02/2020
Lesson Focus:	Speech Marks		
Meaningful links to Curriculum	Wales 2008 English curriculum use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. it's (it is) use a wide range of written and dynamic stimuli, e.g. stories, picture books, images, poems, experiences, film, paintings, music		
Meaningful links to: Cross Curricular Responsibilities	LNF: <u>Oracy</u> YCC: Incidental Welsh		
Personal Targets (Linked to QTS and identified in weekly review)			
Blended learning experiences			
<i>The student-teacher understands the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners.</i>			
Managing the learning environment			
<i>The student-teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.</i>			

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Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to:
L.O. To use speech marks with increasing confidence.

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)
*** I can identify where and when to use speech marks in my own writing.	AFL: Success criteria in opening and plenary to bookend lesson and create going forward targets
** I can identify where and when to use speech marks in a piece of text.	Questioning: Basketball <u>not</u> ping pong
* I can identify where and when to use speech marks in sentences.	Differentiation: Green, amber, red

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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 class (with links to prior learning) 9.15-22	BUILDING ON PRIOR LEARNING AR: THINK, PAIR, SHARE Have a look at the punctuation on the board? Can you recognise these marks? What are they have you used them before? Where could they go in this sentence? Whole class feedback: Basketball, not ping pong questioning	Look at board, choose question based on differentiation. <u>THINK, PAIR, SHARE</u> Feedback idea to T/peers	IWB
9.22-30	DCF Video https://www.youtube.com/watch?v=6-YFmLctwDY Video up to 2 mins 20 seconds. Stop to ask questions: What else do you notice here other than the speech marks.	Watch video	
9.30-33	Choose which sentences you would like to try and answer on your whiteboard DIFFERENTIATION THINK, PAIR, SHARE	Choose sentence and answer on whiteboards Feedback to T/PEERS	
9.30-40	Go through answers and model on board. From the examples make a success criterion THINK, PAIR, SHARE	Think, pair, share SC Feedback to T/peers	

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Teaching & Core Learning 9.40-10.10	LA WORKSHEET: https://www.teachingideas.co.uk/inverted-commas/speech-marks-0 https://www.teachingideas.co.uk/sites/default/files/speechmarkswws.pdf HA: Speech mark texts saved in docs MAT: file:///C:/Users/HANNAH/Downloads/speech%20marks.pdf	Work independently or with the help of peers to work through differentiated task in books. 3b4me: peer, whiteboard, previous work	Worksheets
Plenary 10.10-10.25	Self-assess work via the success criteria. Tick what you think you have achieved On reflection decide three going forward statements. Peer mark in green pen	Answer SC and use it to create 3 targets to move forward.	Success criteria

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Appendix 8- Lesson Study 2 Powerpoint (HJ)

“ ”

What are these? Have you seen or used them before?

When and why do we use this type of punctuation?

How would you use them in the sentence below?
Please ask me in Welsh said Miss James.

“How do we use speech marks?”, said SGT.

<https://www.youtube.com/watch?v=8-YFm4tw7Y>

“Did you watch the rugby on the weekend?”, asked Miss James.

The light went off. Jack and Jill whimpered How are we going to get out of here. They couldn't find the exit anywhere!

Whose coat is this jacket bellowed Mr. Thompson. I'll be there in a minute grunted Luke. I can't believe Luke spoke to Mr. T like that gossiped Laura.

How to use speech marks successfully?

Success Criteria	Achieved (tick)
1. Different types of punctuation Comma before the first speech mark Capital letters to open the speech	
2. Exclamation mark, question mark and full stops at the end	
3. Speech marks go at the beginning and end of speech Interesting adjectives	

Targets

Target 1

Target 2

Target 3

TARGET TIME

In purple pen mark with a tick or cross if you think you met your success criteria.

Can you use your success criteria to create three targets for yourself moving forward?

Success Criteria	Achieved
Target 1	
Target 2	
Target 3	

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Appendix 9- Lesson Study 2 Reflection (HJ)

Reflection

Brookfield's 4 lenses 1998 with Gibbs 1988

With each stage of the cycle, we can consider Brookfield's 4 lenses; self, Peers, Students, Scholarship

Description: What happened?

Please see lesson plan in PTE1:WPS: Blwyddyn 5, Week 5.

Opener: Co-construct success criteria

Main Task: Applying success criteria to task on speech marks

Plenary: Write targets based on lesson and SC

Learners made clear progression in this lesson. Although most knew what speech marks were and they were to go around direct speech. Most did not how to use a comma before or after opening speech marks or to use a capital letter once you opened speech marks. These inaccuracies were drawn attention to in the input and learners could then apply them during the main task. By the end of the lesson learners said they felt more confident about these in their own work in the future.

Feelings: Describe feelings and emotional responses

Self

I felt that the lesson gave us really rich data for the research.

Learners responded well to identifying success criteria for the lesson, in particular on how to form sentences with speech marks. I encouraged learners to differentiate their SC. For example, if you find speech marks difficult SC can be to use a speech mark at the beginning and of speech. However, if this is something you were already doing think about commas before and after the speech marks.

I was happy with the work they produced, and I encouraged them to upskill their writing in pistops. I think I used pistops effectively to address misconceptions.

I was really interested in their response to writing targets. If anything, the MAT learners seemed to struggle the most with creating targets because they felt they had achieved success criteria. This was of great interest to me because MAT learners may not have had the critical reflection skills to think of appropriate targets to move forward. As MAT learners it is really important that they know how to develop themselves and I feel very interested in looking into this further with research.

Evaluation: What was good and bad about your response

Self

I really enjoyed the lesson and it really illuminated how MAT learners engage with success criteria. I also thoroughly enjoyed the opportunity to take part in a lesson study and get the learners perspective from the interview. I think I could have scaffolded the learners in making their targets more effectively and will seek to do this in future.

Peer

MCE gave positive and constructive feedback from the lesson. She picked up a lot of positive elements. For example, learners were really engaged and completed the task successfully. She was impressed by their ability to co-construct success criteria. To improve, she gave me some strategies on how to deal with a MAT learner that requires a lot of attention despite understanding the task.

Students

The students seemed to really benefit from the lesson. Although they were familiar with speech marks, they were not sure how to use it and the accompanying punctuation correctly. E.g. where to put the final bit of punctuation within the speech marks. Two of the MAT learners made mistakes and benefitted from the practice. However, one MAT learner (18) potentially did not find enough challenge in the task.

Analysis: How do you make sense of the experience? E.g. research

Self

I thought about what my understanding AFL was and how it was in operation throughout the lesson. I used research around AFL and MAT learners to unpick the lesson, their success criteria and targets. I noticed the scaffolding of success criteria was far more successful than the scaffolding of the targets. For this reason, I wanted to research this further to develop my approach in future.

Peer

I actually really enjoyed my peer being in the classroom and was looking forward to her feedback and perspective throughout. Having been a TA before doing the PGCE, I am very aware that when teaching your abilities to observe are limited. Quite often an observer or TA can pick up on different things in the lesson that can be of real benefit.

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Analysis: How do you make sense of the experience? E.g. research

Self

I thought about what my understanding AFL was and how it was in operation throughout the lesson. I used research around AFL and MAT learners to unpick the lesson, their success criteria and targets. I noticed the scaffolding of success criteria was far more successful than the scaffolding of the targets. For this reason, I wanted to research this further to develop my approach in future.

Peer

I actually really enjoyed my peer being in the classroom and was looking forward to her feedback and perspective throughout. Having been a TA before doing the PGCE, I am very aware that when teaching your abilities to observe are limited. Quite often an observer or TA can pick up on different things in the lesson that can be of real benefit.

Scholarship

I was of the Hawthorne Effect throughout the research project. For example, in this lesson I did feel that the learners were quieter than usual during input and discussion time. This made the classroom seem lively and dynamic then it usually is. I felt with an observer MCE was less able to see their personalities as the learners were more reserved.

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Action Plan: Based on reflection, what could you do in the future?

To improve I would like to:

- Do more independent research about AFL and MAT learners
- Conduct another lesson study to test out the ideas from this one
- Incorporate better scaffolding and modelling of target setting
- Make sure all MAT learners have access to sufficient challenge to stretch them
- Use the Literacy and Numeracy Framework as a way to scaffold learners understanding of success criteria and target setting as part of self-assessment
- Invest more time into developing problem-solving and critical thinking skills that will develop their assessment capabilities
- Make space for productive peer assessment opportunities as a way to develop skills that foster better self assessment

Conclusion: What general/specific conclusions can be drawn?

- Differentiated tasks during input as well as main task made the lesson accessible to all learners
- All learners completed the task and were able to practice their speech marks skills to varying degrees
- Students appear fairly confident in constructing success criteria with their peers
- Students appear fairly confident in using co-constructed success criteria to reflect on their own work
- Students found setting their own targets challenging and within this lesson did not overcome this challenge
- Students need more scaffolding and modelling on effective target setting

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Appendix 10- Lesson Study 2 Interview notes (HJ)

ECAD7004 Lesson Study Research

Research Question: Can success criteria be used by learners to create targets to improve, as part of self-assessment?

Observation of HJ Lesson by research partner MCE 04/02/20

Lesson Observation Child 1: initials IB	
To what level is child involved during teaching input? (Leuven Scale)	1 / 2 / 3 / 4 / 5
Comments: Listened well. Worked independently on mini tasks quietly, no communication with others on table (attempted gold level task). When asked, rated self 10/10 on confidence scale for lesson topic. Fully engaged with video clip. Worked independently on video task, turned around to look at table receiving support from HJ at one point. Appeared happy to sit quietly and only engaged with partner during discussion when prompted.	
To what level is child involved during the main task? (Leuven Scale)	1 / 2 / 3 / 4 / 5
Comments: Commenced task quietly not distracted by anyone, even though on same table as quite a vocal child. Focused on own work and not bothered by conversations, laughter, disruption from other pupils. Keen to get spellings right and asked teacher. Did not refer to SC sheet during lesson.	
To what level is the child involved during the plenary? (Leuven Scale)	1 / 2 / 3 / 4 / 5
Comments: Discussed target thought process with HJ, "I can't think of anything, advice given by HJ to challenge self. IB started playing with pens for a while before writing targets down.	
To what level is child involved in success criteria? (Leuven Scale)	1 / 2 / 3 / 4 / 5
Comments: Did not verbally or actively get involved but appeared happy with what was agreed.	

Lesson Observation Child 2: initials GT	
To what level is child involved during teaching input? (Leuven Scale)	1 / 2 / 3 / 4 / 5
Comments: Led the IWB task with partner, asked partner "do you want to add anything?" Partner advised no, GT responded, "ok. Done!". Appeared confident working with partner. Attempted gold level task. When asked, rated self 10/10 on confidence scale for lesson topic. Chosen by HJ to write answer to mini task on whiteboard – appeared confident doing this, missed a 'comma' which was fixed by another pupil when requested by HJ. GT not phased by this. When GT returned to her desk, she fixed comma on her IWB. Fully engaged with video clip – GT was working with a partner on mini task but partner did not engage and happily let GT do it on her own.	
To what level is child involved during the main task? (Leuven Scale)	1 / 2 / 3 / 4 / 5
Comments: Appeared comfortable working on task independently, very focussed. Did not visibly refer to SC until towards the end of the lesson. Was not bothered or impacted by any distractions.	
To what level is the child involved during the plenary? (Leuven Scale)	1 / 2 / 3 / 4 / 5
Comments: Continued working on main task whilst HJ was explaining plenary. Considered targets and then asked HJ for reassurance for her target idea. Spent time considering and looking back over work.	
To what level is child involved in success criteria? (Leuven Scale)	1 / 2 / 3 / 4 / 5
Comments: Put hand up with ideas for SC and appeared happy with agreed SC.	

Lesson Observation Child 3: initials HS	
To what level is child involved during teaching input? (Leuven Scale)	1 / 2 / 3 / 4 / <u>5</u>
Comments: Appeared confident from the very start. Attempted gold level during initial mini task. When asked, rated self 10/10 on confidence scale for lesson topic. Fully engaged with video clip and extremely keen to share his ideas and answers with his table, teacher and wider class. Appeared enthusiastic and very comfortable with the subject and mini tasks. Hands-up wanting to answer and contribute to the input frequently – much more than any other pupil.	
To what level is child involved during the main task? (Leuven Scale)	1 / 2 / 3 / <u>4</u> / 5



Comments: Had to leave room at start of main task but returned and appeared enthusiastic to get started, but made his presence known. Quite vocal during task, wanting to share his sentences and ideas with anyone who would listen. Appeared to want reassurance and or a reaction to his sentences. Lots of chatting to peers on the table – although on task. Able to work quickly and appeared focussed when not engaging / chatting with peers around him. Regularly asked advice from teacher during lesson saying, “I don’t know what to do”, but actually before HJ was able to finish explaining, he knew.	
To what level is the child involved during the plenary? (Leuven Scale)	1 / 2 / <u>3</u> / 4 / 5
Comments: Saying “I don’t think I have any targets”, wandering around class, looking for HJ support. Appeared to struggle with concept of identifying ways to improve. Looking for validation, support, coaching from teacher. When he had written something, he decided to throw it around to peer sitting next to him, who then threw it back to him.	
To what level is child engaged/involved in success criteria? (Leuven Scale)	1 / 2 / 3 / 4 / <u>5</u>
Comments: HS was very keen to contribute to setting the SC, very vocal and wanted his ideas heard.	

Additional Appendices

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Appendix 13 - Free School Meals information

Lesson Study 1: The three-year average for the proportion of pupils eligible for free school meals is 45%. This is much higher than the average for Wales (21%).

Lesson Study 2: Around 10% of pupils are eligible for free school meals. This is notably lower than the national figure of 21%. (Estyn, 2015)

Estyn (2015), Lesson Study 1 School X inspection.

Available at: <https://www.estyn.gov.wales/> (Accessed on: 20th February 2020)

Estyn, (2015) Lesson Study 2 School X inspection.

Available at: <https://www.estyn.gov.wales/>. (Accessed on: 20th February 2020)

Appendix 14 - Consent and Information Form sent to parents/guardians

CONSENT FORM		
PROJECT TITLE: Can success criteria be used by learners to create targets to improve as part of self-assessment?		
Name of Researcher: Hannah James		
Please initial box		
1. I confirm that I have read and understand the information sheet dated 24/01/20 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's signature	Date
When completed, please return to class 5GT by the of the 31/01/2020. Thank you.		

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INFORMATION SHEET	
PROJECT TITLE: Can success criteria be used by learners to create targets to improve as part of self-assessment?	
Dear Parent / Guardian,	
My name is Miss. James and I am studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within [REDACTED] 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: Can success criteria be used by learners to create targets to improve as part of self-assessment?	
I aim to assess;	
• If learners can engage with success criteria to self-assess • If learners can use success criteria to create targets to improve their work • If learners' targets are specific, attainable and relevant	
Through your child's participation, I hope to ascertain whether success criteria can be used by learners to create targets to improve as part of self-assessment.	
I will be conducting a lesson as normal classroom activity. My colleague is going to observe the lesson and how three pupils engage with the success criteria to make targets to improve as part of self-assessment. This will be followed by a group interview that will be audio recorded. Pupils will be able to withdraw assent at any point in the research.	
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 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.	