

Appendix 1

Interviewer: Okay, so, this isn't a test or anything like that, it's just a little talk about the lesson we just did, okay? So, um, what did you think of that lesson?

Child A: About the maths?

Interviewer: About the maths lesson we just did, yeah.

Child A: Um, well the compound shapes, um, I feel confident doing them. As well as the, but not the compound shapes, I feel confident working out centimetres and metres cubed with shapes.

Interviewer: Okay, lovely. Child B?

Child B: I like the fact that you find out the perimeter and area and volume of 3D shapes as well as 2D.

Interviewer: Okay, yeah. So, you like the different aspects of doing it, okay.

Child B: Yeah.

Interviewer: What about you, Child C?

Child C: I found the lesson quite fun and it was quite engaging, but I'm still not that confident with calculating volume.

Interviewer: That's fine. How did you feel about getting to choose your own tasks? So, I know as a school you're a COOL school, so you get to be in control of your own learning, but choosing what level you worked at, how did you feel about being able to choose what level you worked at?

Child A: I felt that I could work at my own pace.

Interviewer: Yeah, lovely.

Child B: I agree with Child A. Since you can pick what work you want...

Interviewer: Yeah

Child B: ...so if you want to challenge yourself you can pick the difficult ones and, if you like, just want to try the perimeter you can go for the easy ones.

Interviewer: Okay, lovely. What about you...?

Child C: I agree with Child A, you can work at your own pace, your own speed and

work to your own time limit basically. So, it doesn't matter if you exceed time limits to do a question...

Interviewer: Yeah.

Child C: ...because you can work at your own pace.

Interviewer: Yeah lovely. Okay, so how did choosing your own task make you feel about the activity you were completing?

Child A: I felt I could work by myself and I could work out the questions, like I said, at my own pace...

Interviewer: Yeah.

Child A: ...and not have, like, pressure, like...like we normally do in our books when we have a certain amount of time to complete the work.

Interviewer: Yeah.

Child B: I still agree with Child A because you can...work with your own time limit and since we are controlling our own learning...

Interviewer: Yeah.

Child B: It doesn't matter, like, if the work is too difficult you can go onto different levels.

Interviewer: Yeah.

Child C: Um, I agree with Child B on this, because, like, if say I was to do a red and I found it too difficult I could just move onto a yellow, and if I moved onto a yellow and found that too difficult, I could move onto a green.

Interviewer: Yeah.

Child C: Which is probably one of the...is one of the good things about the lesson. We can pick the level which best suits us.

[Pause for interviewer to write down notes]

Interviewer: So, how would you rate your engagement in this lesson out of 5? So, engaged is how much concentration you put into the task, um, how confident you were with it, different aspects of engagement, how did you feel about that?

Child A: Well, when we get to choose our own levels I...I feel more confident.

Interviewer: Yeah.

Child A: Like how I can work by myself and actually get the work done. In the...it doesn't matter how long it takes me because I'm working at my own pace and as long as I get it done, I'm proud of myself.

Interviewer: Good.

Child B: Like Child A just said, you can work at your own pace, your own time limit.

Interviewer: Yeah.

Child B: And, the lesson is quite self-explanatory, so you don't really have to...

Interviewer: Don't really need to...?

Child B: Concentrate as much, but I'd say my engagement level was like 4.5 out of 5.

Interviewer: Okay. Okay, so, as Child B just did, we're going to rate our engagement with the lesson, okay? From 1 to 5. 1 being that you weren't engaged at all, that you didn't find it very useful or helpful to you, and you weren't, um, you found that your attention was wandering, and you were a bit distracted. And 5 being you were extremely engaged with the lesson. Okay? So, you can go anywhere in between those as well, so just write a number on your whiteboard how you feel about the lesson, your engagement with the lesson.

[Pupils rating own engagement levels on the whiteboard]

Interviewer: Okay, lovely, thank you. You can wipe those out now if you want. Okay, what do you think we could change about this lesson to make it better? So, was there anything that you thought that could be made better?

Child C: I think we could do, like, a Kahoot to help us understand it more. So, if you ...so instead of doing, like, Tarsia's, we could do like a quiz...and we work in teams.

Interviewer: Lovely idea, yeah.

Child B: No offence, but I think we should...it would be more useful if we could have the instructions written down...

Interviewer: Yeah, that's perfectly...

Child B: ...so we could work, we could go to the lesson straight away and read while we're working the questions out.

Interviewer: Yeah, that's perfectly fine.

Child A: I'm uh, um, ways we could make this lesson better I found it okay the way it was.

Interviewer: Okay, thank you. Yeah, don't feel, um, that you can't say anything bad about the lesson, this is what it's for. It's about making it better, okay. Um, would you like to have more choice of activities in future lessons?

Child A, B and C: Yeah.

Interviewer: Yeah? Why?

Child A: Like I said I can work at my own pace...they're fun in general. Um, the way you explain it on the board helps me with the lesson and it's just how...it's, it's pretty nice when we can all have different levels of work and we all know, um, not all of us are as good as each other in Maths, so we don't have to work hard, we can work however we want to with the levels.

Child B: I think the freedom of the level of work is fine as it is because, perhaps, if we go more in depth with the freedoms it may turn into people doing different lessons at different times.

Interviewer: Yeah.

Child B: But as long as people understand the main point of the lesson, I think it should be fine.

Interviewer: Okay. What about you Child C?

Child C: I feel, like, we should have the same, what we do in future lessons. So, maybe like the lesson before we move onto a new topic, we could do like a lucky dip so, we could put down an idea, say like a Kahoot, Tarsia puzzle or matching activity, and then you pull out the name and that's what we do.

Interviewer: Okay.

Child C: So, if you pulled out a Kahoot we could do a Kahoot, for example.

Interviewer: Lovely idea. Okay, last question. Are there times in lessons where you think that you shouldn't have a choice about the tasks you do?

Child B: Yes, because...some lessons can be like, for example, tests and you shouldn't choose whether you want to do the test or not. And it shouldn't give you, like, an easy, medium or a hard test. I think everyone should have the same level of tests, so we can have accurate results.

Child C: I'm thinking 50/50 on this.

Interviewer: Okay.

Child C: ...because sometimes if you have work given to you, you could be like, you could not have it to what level suits you. But if you pick what lessons you want to do, you have more of a say and you can pick what level you want to do.

Interviewer: Okay, yeah, lovely.

Child A: I agree with Child B and C. Like, Child B said with the test, you can, it's a bit stupid to choose an easier test, because really everyone is going to go for that. They don't want to sit there and do a hard test. And, like the lesson we just did we can work at our own pace and do whatever we want in the lesson.

Interviewer: Thank you guys.

Appendix 2

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education		1B	
Session Plan – Key Stage 2			
Name of trainee: Angharad Locke		Session ref: 210219 (1)	
Personal target(s) in relation to QTS: Differentiation			
Year group: 6	No. of learners: 29	ALN: Differentiated by outcome O.B – Autism – Decreasing level of 1:1 support	
Additional Adults:	1 – Mr Farrant		
Learning objective(s): To calculate volume		Success criteria: *APK *Checking strategies *Correct formula used *Correct unit of measurement used	
Links to previous learning: Previous lessons on volume			
Curriculum coverage (range, skills)			
*Calculate the volume of shapes			
Literacy (LNF)		Numeracy (LNF)	
DCF	Thinking	ESDGC	YCC
Key vocabulary (English/Welsh): cubes, cuboids, volume, length, width, height			
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities
	Introduction Shape up on IWB – discuss that they will be looking at how to calculate volume during the lesson and what the formula is for doing so – length x width x height Example on the whiteboard – pupils will discuss with the person next to them and use their whiteboards if they need to, to work out the volume of a cuboid and then to work out the volume of a compound shape – lollipop sticks for feedback Self-assess confidence levels (heads on desks, hands in the air): I feel confident about calculating the volume of different shapes. I feel that calculating the volume of different shapes is a bit tricky, but I can generally work out the answers without support. I do not feel confident about calculating the volume of different shapes. I will explain to the pupils that they are COOL learners and so they get to choose what activity they will be completing. I will explain that the activities have been differentiated and they can choose the level that they are most comfortable working at and that no one will judge them for they choose – activities coloured green, yellow and red		Questions: How do you think we could work out the volume of a shape? What could we do if we had to find the volume of a compound shape? Why do you think this could make finding the volume easier? ~~Q&A~~: lollipop sticks, self-assessment of confidence levels.
	Main activities		

	Matching activity: the children will have to calculate the volume of each shape and match it to the correct total – 2 levels of differentiation Tarsia puzzle – children will have to match the numbers and statements to complete the shape of the puzzle	
	Plenary Self-assess confidence levels with this work – heads on the desks and put hand up in the air for the statement that applies to them: I feel confident calculating the volume of different shapes. I find calculating the volume of different shapes a bit tricky but can generally work out the answer myself. I do not understand how to calculate the volume of different shapes.  – self-assess hands up to the statements that the pupil feels applies to their ability with the subject, lollipop sticks	

Appendix 3

Canolfan Addysg Arbenigwr De Orffwrdd Cymru  The South West Wales Centre of Teacher Education				1B
Session Plan – Key Stage 2				
Name of trainee: Natalie Colcomb		Session ref: English (extended writing, <i>Research Day</i>)		
Personal target(s) in relation to QTS:				
Year group: 5/6	No. of learners: 27	ALN:		
Additional Adults:				
Learning objective(s): To write an extended piece of writing based on a WW2 opening statement.		Success criteria: I can use a sentence opener to write an extended piece of writing. I can decide on which sentence opener I will use. I can decide which form of writing I will use.		
Links to previous learning: Pupils will be using their knowledge and experienced gained during topic this term to write their extended piece of work.				
Curriculum coverage (range, skills) – Literacy				
Year 5 -write with a clear purpose, showing consideration for the reader, <i>e.g. by choosing appropriate vocabulary and presentational devices</i>				
Year 6 –				
Adapt writing style to suit the reader and purpose, <i>e.g. formal style for unknown reader, simple style for younger readers</i>				
Literacy(LNF) Year 5 -write with a clear purpose, showing consideration for the reader, <i>e.g. by choosing appropriate vocabulary and presentational devices</i> Year 6 – Adapt writing style to suit the reader and purpose, <i>e.g. formal style for unknown reader, simple style for younger readers</i>		Numeracy (LNF)		
DCF	Thinking	ESDGC	YCC	
Key vocabulary (English/Welsh): Opening statement Extended piece of writing. World War 2. Diary Entry. Letter. Short story.				
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities	
20 minutes	Introduction Explain to the pupils that today they will be writing an extended piece of writing based on one of three sentence openers. The sentence openers will be based on the pupil's topic of WW2. (Show the pupils the sentence openers on PowerPoint). Pupil will also get the choice of how they will structure their writing – Diary Entry		What features do you need to include in a diary entry? What features do you need to include in a letter? What features do you need to include in a short story?	

	Letter Short story Discuss the features of these types of writing.
60 minutes	Main activities The pupils will choose which sentence opener they will be writing from. The pupils will then choose which structure they will writing. Pupils will then write their extended piece of writing including the details and knowledge they have gained during this topic this term.
10 minutes.	Plenary Pupils can swap their extended writing pieces and peer mark each other's writing. Ask the pupils why they chose the opening statement and structure they did and why?

Appendix 4

Introduction

	Child A	Child B	Child C
1 - Extremely Low			
2 - Low			
3 - Moderate	✓	✓	✓
4 - High			
5 - Extremely High			

Other Comments (body language, facial expressions, energy levels, distractions/interruptions):

child A - answered a question during introduction. Body language alert and turned towards the teacher.

child B - moderately engaged during introduction. Started talking about when P.E. was that day.

child C - Moderately engaged throughout. Some minor chatter.

Main Task:

	Child A				Child B				Child C			
	10	20	30	40	10	20	30	40	10	20	30	40
1 - Extremely Low								✓	✓			
2 - Low		✓		✓	✓	✓						
3 - Moderate												
4 - High	✓		✓				✓			✓	✓	
5 - Extremely High											✓	✓

Other Comments (body language, facial expressions, energy levels, distractions/interruptions):

child A - working hard (10 mins)

child B - Talking to someone on another table (10 mins) - some work written

child C - Playing with a ruler and chatting to the person next to them (10 mins)

* Get rid of introduction, focus on main task.

	child A 50/60	child B 50/60	child C 50/60
1		✓	
2			
3	✓	✓	
4			✓
5	finished		✓

Sunday

child A - Finished work - looking up facts on World War 2 - good engagement (60 mins)
 child B - Moderately focused on work - chatting but writing (60 mins)
 child C - Still focused and working hard. (60 mins)

Other comments

child A - over by the laptops, not focusing on work (20 mins)
 child B - chatting with others other table some work completed. (20 mins)
 child C - working a lot harder. No chatting and focusing on her writing. (20 mins)

child A - written almost a page on their chosen letter. Body language and expression is focused. No distractions. (30 mins)

child B - focusing on their work. Body language focused. Not distracted. Facial expression concentrated. (30 mins)

child C - extremely high concentration. Using dictionary to help them spell words. Body language is focused. (30 mins)

child A - not sat on chair properly, not writing. Body language relaxed and unfocused. (40 mins)

child B - Out of seat, by another table. Not focused or engaged. (40 mins)

child C - extremely focused and engaged. Writing with concentration. (40 mins)

child A - just started to focus back on work. (50 mins)

child B - out of seat, wandering around the class (50 mins)

child C - continuing to engage well with the lesson. (50 mins)

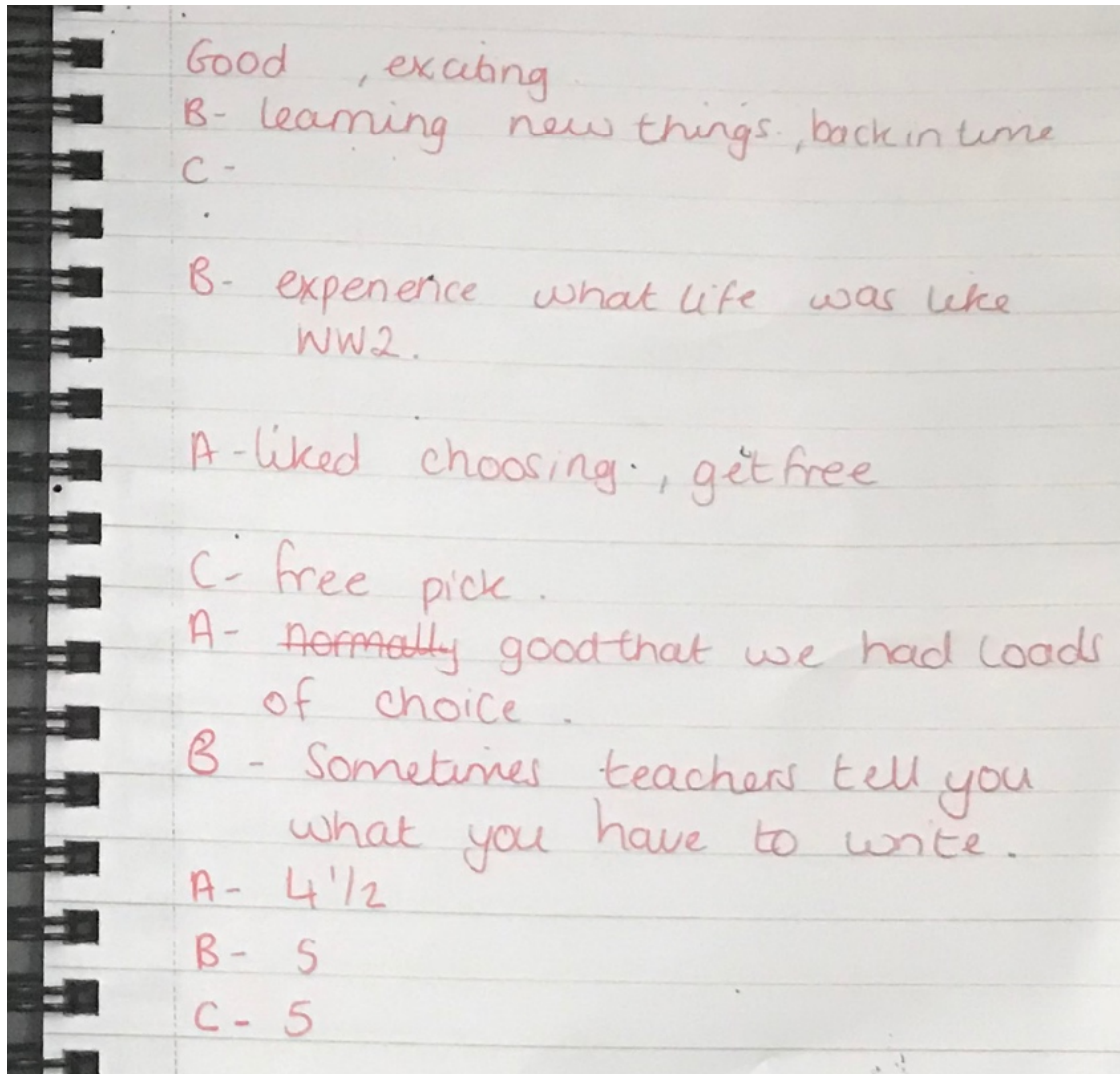
Drawbacks - the check in at 10 minute intervals is not representative of what the target children are doing during the rest of the lesson - can show child's behaviour in a bad light if not careful or show them working harder than they have been during the rest of the lesson.

Appendix 5

Reflection Proforma

	Concrete (talking about experience)	Reflective (thinking about the experience) Include scholarship	Abstract (learning from the experience) Include scholarship	Active (future practice) Include scholarship
Self	-Some were engaged	-depends on pupils and class. -Tasks by themselves don't always effect engagement.	-option of task doesn't really impact.	-Look at differentiation
Students	-don't think giving pupils the choice effects engagement levels, based on lesson.	-Pupils were distracted and off task.	-Pupils still unfocused even with choice.	" "
Peers	Some were engaged, most lost focus and became distracted	Option of task didn't effect engagement Perhaps look at differentiated ability.	look at differentiation instead.	" "

Appendix 6



(5)

- C - choose any piece of writing
- A - pictures, labels, ~~and~~ include evacuee cards.
- B - Link the lesson to how we feeling that day.
- C - lessons on aeroplanes.
- B - Imagine what people would have felt like during WW2.

(6)

- All - more choice.
- B - get to experience more things
- C - do things we know about.
- B - Get choice of things we haven't done before.

(7)

- A - Yeah. Depends on if the teacher has given you choice.
- B - good that you can repeat activities.
 - get to know more things.
 - Can use experiences in future life.
- 3 - Some lessons you should.
 - Maths - teacher needs to decide to

B - Art, welsh, topic, Pe.

- Think the math work should get to decide.

- Teacher needs to pick the way to make us better.

A - In pe you could choose

- Might be good to have teams pairs.

B - Welsh - Could combine activity

B - Art you can choose.

- different experiences.

- Art is skill.

Appendix 7

Natalie Colcomb 1800838

Introduction

	Child A	Child B	Child C
1 - Extremely Low			
2 - Low			
3 - Moderate			
4 - High			
5 - Extremely High			

Other Comments (body language, facial expressions, energy levels, distractions/interruptions):

All 3 pupils fully engaged in introduction activity.

Main Task:

	Child A				Child B				Child C			
	10	20	30	40	10	20	30	40	10	20	30	40
1 - Extremely Low								✓				
2 - Low												
3 - Moderate			✓			✓						
4 - High	✓	✓	✓	✓	✓		✓		✓	✓		
5 - Extremely High				✓							✓	✓

Other Comments (body language, facial expressions, energy levels, distractions/interruptions):

C - 10 mins answered a question for the example.

A - "

B - 10 mins started chatting

A - Hands up for questions, to give answer

A - Red - chose to work independently

B - Red - Pairs

C - green - chose to work independently and moved to sit on her own.

20 mins

A - Completely engaged in activity, working independently.
- fully focused on task.

B - Chatting to others on table.

C - engaged in activity.

22 mins

B - chatting to partner about activity.

25 mins

C - out of seat - pen in bin and got a new one.

B - chatting to partner, not engaged in task.

28 mins

B - Let partner take task back to change to green from red.

30 mins

A - Disengaged waiting for teachers help.

B - Engaged, chatting about task.

C - fully engaged.

32 mins

B - up out of seat to complete activity.

A - Putting shapes back in paperclip - playing with paperclip. (2 mins)

34 mins

A - up out of seat to put task back. Returned to seat empty handed.

- Sat and watched another pupil on table.

35 mins

B - chatting not work related.

42 mins

B - waiting for partner to swap to yellow task.

- Slumped over table.

- Chatted to partner on return.

37 mins

B - playing with polypocket.

40 mins

C - out of seat to change task

A - Engaged and helping partner.

47 mins

B - Putting away another pupil's task, up out of seat.

B - Chatting, not work related, playing with pencil and polypocket.

Appendix 8

Reflection Proforma

	Concrete (talking about experience)	Reflective (thinking about the experience) Include scholarship	Abstract (learning from the experience) Include scholarship	Active (future practice) Include scholarship
Self	Differentiated levels of work as choice worked well - pupils engaged well with the lesson.	Differentiated work seems to achieve higher levels of engagement than just choosing from a range of tasks.	choice needs to help pupils work at own ability level and also help them to push themselves when they feel ready.	More choice to be included in future lessons - practical activities to help them understand concepts before they have to record it.
Students	All engaged, with some slight chatter. Swapped tasks if they found it too difficult.	Pupils able to choose and swap to suit their ability level and their confidence with the work. helped with engagement.	Give pupils chance to work towards own learning goals as they show more engagement and progress.	More practical activities to help understanding
Peers	All pupils engaged for nearly all of lesson. Freedom to choose and change activities.	Having tasks that were differentiated seemed to positively effect the levels of engagement of pupils.	The tasks need to involve differentiation in order to impact pupil engagement.	" "

or working to own goals.

Appendix 9

child A - compound shapes / simple shapes - confident - work at own
 child B - likes work at own pace, can challenge yourself ^{pace}
 child C - fun / engaging - not confident about calculating,
 can work at own time limit.

child A - could work at own pace, no pressure to complete - can be ^{proud}
 B - agrees with child A. COOL - if work is too difficult
 can go on different levels. Self explanatory lesson
 C - agrees with child B - good thing about lesson -
 can choose our own level

child A - 4
 B - 4-5
 C - 3

child A - found it okay.

B - instructions written down.

C - Kahoot - for better understanding - online quiz -
 work in teams.

child A - work at pace, more fun, explanation on the board helps
 can work at different, suitable ^{with lesson} levels
 B - Freedom of work is fine as it is - pupils can be working on
 different levels.

child C - can choose lessons, no lesson prior to that - lucky dip.

child A - everyone would go for easier tests, easier work -
shouldn't always have choice.

B - yes, could be tests; shouldn't choose, same level, accurate results

C - 50+50 - some lessons should be choice and other shouldn't

Appendix 10

Questions for focus interview

Preamble: I just want you to know that this isn't a test. You're just helping us to find out how to make this lesson better. You can be completely honest about what you thought of the lesson, no one will be offended.

1. What did you think of this lesson?
2. How did you feel about getting to choose your own tasks?
3. How did choosing your task make you feel about the activity?
4. How would you rate your engagement in this lesson, out of five?
5. Would you like to have more choice of activities in future lessons?
6. What do you think we could change to make this lesson better?
7. Are there times in lessons where you think you shouldn't have choice about the tasks you do?

* Written on whiteboards: Rating: 1 = Not engaged at all
5 = Fully engaged