

Appendices

Appendix 1:

Interview Sheet – Lesson Study One

Please circle the following:

Are you happy to be involved in this interview? Yes No

Do you give consent for your answers to be recorded and used in the future? Yes
No

1. Do you think progress checks are handy or a waste of time? Why?

Pupil 2: Very handy, especially the first progress step as it helped me think back to last lesson.

Pupil 3: Yes I agree, it had reminded me of the progression we had made last lesson and how our previous knowledge helped us move forward during today's lesson.

Pupil 1: It encouraged me to do more work as the positive feedback from progress checks gave me confidence.

2. How does it make you feel that anyone could be asked during a progress check?

Pupil 1: I felt embarrassed just in case I wasn't 100% correct in my answering.

Pupil 2: Yes I also felt a little under pressure, however the 'I can' motivated me to have a good go at answering!

3. How do you think we can improve progress checks to make them more interesting?

Pupil 1: Select pupils who offer their answers via hands up. Avoid selecting random learners to avoid putting us under pressure.

Pupil 2: The only improvement I can think of is make the progression steps clearer for visual learners. It is motivating when we see something on the slide that is bright and bold. However, keep the yellow background because this is a happy colour!

Pupil 3: Keep the progress boxes on the slide throughout the entire activity as this helps us remember what we are aiming to progress in!

4. Do you think there should be more or fewer progress checks in the hour lesson? Why?

Pupil 1: I would rather have few than be overwhelmed by lots. If you have lots in the lesson it may make us feel pressured into rushing tasks just to achieve that progression step.

Pupil 2: It depends on the lesson, maybe stick to less so we have more time focusing in on what we have achieved rather than what is still yet to accomplish.

Pupil 3: Stay the same as today. 3 was perfect for the lesson and they fitted in nicely after each task.

Additional Comments:

Prefer progress check boxes to Learning Objectives because it is more confidence boosting.

Ask in Welsh because it helps improve basic skills.

Wasn't too complicated because we focused on just one thing, it sort of acted like a mini conclusion to that task which is nice.

Appendix 2:

Interview Sheet – Lesson Study Two

Please circle the following:

Are you happy to be involved in this interview? **Yes** No

Do you give consent for your answers to be recorded and used in the future? **Yes**
No

1. Do you think progress checks are handy or a waste of time? Why?

Pupil 1: Progress checks are handy as it makes you aware of what to expect during that lesson. When there is a progress check on the PowerPoint slide it makes us prepared for that particular task or 'progression step.'

Pupil 2: I feel like they are handy for us because it is nice to see how we have progressed in that lesson.

Pupil 3: Progress checks are handy because they act as a sort of confidence booster by showing us what we have achieved and what we have left to accomplish.

This sentence has been added only for the purpose of the Turnitin requirement to include twenty words and should not be marked

2. How does it make you feel that anyone could be asked during a progress check?

Pupil 2: I feel put on the spot when the teacher begins questioning random students.

Pupil 3: Sometimes it can make me feel under pressure and stressed to say the right answer.

Pupil 1: It makes me feel ok. I would prefer if the teacher asked for hands up because those who do know the right answer can help those who may be a little unsure. It is like we are learning from our friends!

3. How do you think we can improve progress checks to make them more interesting?

Pupil 1: Definitely use the hands up selection.

Pupil 3: Perhaps use French in the progress checks along with the Welsh and English because that is our compulsory language in school.

Pupil 2: I reckon just stick with English and Welsh when completing a progress check to avoid confusion. Using Welsh is useful because we learn it so frequently in school, like we do Welsh!

Pupil 3: Yes, it definitely helps us build on existing Welsh skills.

4. Do you think there should be more or fewer progress checks in the hour lesson? Why?

Pupil 1: I think it depends on the lesson, if there is just one main activity then only a few checks are needed, however it is full of short sappy tasks then more will be needed.

Pupil 2: I think they are very effective and should remain how it is now.

Additional Comments:

End the lesson with all three progress checks because it will remind us about what we achieved in that lesson.

Knowing that the next lesson will have progression steps motivates us to accomplish just as much as we did in the prior lesson.

Make progress checks a mini activity to get everyone involved and to check everyone's understanding. Pupil 1: I think you should do a True or False questionnaire, that way you can see if all of the class have progressed rather than those who offer their hands up.

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Appendix 3:

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

Parent/Guardian Consent Form

Your permission is requested for your child, _____
to participate in a research project regarding progress checks on the 3rd and 4th February.

By signing this form, I give my informed consent for my child to participate in the
research project.

- I confirm that I have read and understood the information sheet provided.
- Your child's participation is voluntary, and they are free to withdraw at any stage of the research.

Parent/Guardian _____ Date _____

Name of participant _____

Date _____

This consent will be on file throughout the time that the research will be conducted. You
may revoke this consent at any time. The interview will only be conducted if the
researchers have consent from both parent and student.

Many thanks,

Anastarsia Davies and Bethan Leahy

Appendix 4:



Information sheet

The research that will be undertaken is to look at the use of progress checks within an hour lesson and how effective they are. The purpose of the research questions is to assess regular progress checks and their efficiency.

There will be two researchers; Anastarsia Davies and Bethan Leahy. The participants will be observed within the lesson and then we will conduct a small semi-structured interview that we will base our reflection and lesson study on. Within the lesson, the participants will be observed using an observation sheet about progress checks and how the participants respond to these progress checks. The interview will be conducted verbally and transcribed in action. This data will not be released to any outside parties for these proceedings. The data will then be used to generate a reflection and will be used to inform a second lesson within the lesson study. Confidentiality will be obtained in this research activity through the notion that no feedback will be shared amongst anyone other than the investigators. Anonymity will be achieved through the nameless feedback sheets – all participants will be explained to that there is no need for them to provide their names within their interview records. In accordance to BERA guidelines the organisations that this research activity will be conducted in will be titled as Schools 'X' and 'Y.' Participants involved will be named as Pupils 1-6 in align with the ethical guidelines that state both institutes and people have the right of privacy 'confidentiality and anonymity' (BERA, 2018: 41). All data collected will remain confidential, this will be done by anonymising all names on records and research information. The participants involved will also be made aware that this research activity will be conducted through confidentiality and anonymity and they have the right to remain unnamed during this process.

The information procured will be reflected upon using Brookfields (2005) model of reflection. The model represents the researcher, participants, staff and theoretical literature.

The findings will be reported through a write-up in the form of an assessment. The results of the study will be viewed by the two researchers and the university in line with the BERA (2018) guidelines.

Appendix 5:

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Anastasia Davies	Class:	7SH
AoL or Subject	English	Date:	31/01/2020
Lesson Focus:	To review the techniques used in persuasive writing.		
Meaningful links to Curriculum	AFOREST		
Meaningful links to: Cross Curricular Responsibilities	Use technical terms, language and expression consistent with the subject content		
Personal Targets (linked to QTS and identified in weekly review)	To provide a worksheet		

Learning Objectives (focus on learning- use accessible vocabulary):

The pupils will learn to:

Use the persuasive writing techniques within a speech to consider and evaluate the effects of these techniques.

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)
To successfully persuade their peers in the balloon debate.	Peer assessment Written speech containing the persuasive techniques.

1

Time	Activities/Methodology/Key Concepts (Teacher's Role - including key teaching points and key questions/differentiation strategies,)	Pupil Tasks (Pupils' role - including engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (well links to prior learning)	5 minutes silent reading. This happens at the beginning of the lesson to maintain expectations. APK to review the definitions of the AFOREST techniques using Blooms taxonomy.	5 minutes silent reading. To recap the definitions of the AFOREST techniques.	Powerpoint
Teaching & Core Learning	The main teaching activity will be the balloon debate. The learners will be given an occupation such as a driver or a mechanic. This will be pupil-led within groups on their tables. Using the AFOREST techniques the learners are to write a small speech to persuade their peers to keep them on the hot air balloon.	Write a small speech using the AFOREST techniques. Participate in the balloon debate within small groups.	Cards with the occupations on.

2

	This will show the learners how the persuasive devices are used and it will cement their understanding and provide a link for their upcoming assessment. After the balloon debate, there will be a discussion about why they chose to save the people in the hot air balloon. The discussion will pertain to the persuasive devices and how they were used within the speech.	
Plenary	The learners will then peer assess the speeches after the balloon debate using green pens in accordance to the schools peer assessment policy. The learners will give their peers a target that they will need to adjust to their speech to create a more effective speech.	Peer assessment worksheet.

3

Appendix 6:

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student teacher	Bethan Leahy	Class:	7S
AoL or Subject	English	Date:	30/01/20
Lesson Focus:	Writing a Newspaper Article		
Meaningful links to Curriculum	Present topics and ideas coherently, using techniques effectively, e.g. a clear structure, anecdote to illustrate, plausible conclusions. Respond to others' views positively and appropriately when challenged. Take a range of roles, e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults.		
Meaningful links to: Cross Curricular Responsibilities	LRF – Use of dictionaries to look up definitions.		
Personal Targets (linked to QTS and identified in weekly review)	Extension Tasks		
Extension Tasks	Extend questioning.		

Learning Objectives (focus on learning- use accessible vocabulary):

The pupils will learn to:

- Explain the features of a newspaper article.
- Identify the layout.
- Apply features from the success criteria to create a newspaper article on the Demon Headmaster.

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)
Present topics and ideas coherently, using techniques effectively, e.g. a clear structure, anecdote to illustrate, plausible conclusions. Respond to others' views positively and appropriately when challenged. Take a range of roles, e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults.	Regular use of Q's and A's. Teacher circulation (QTS target) when learners are independently working. Bloom's taxonomy 'progress checks' throughout lesson.

1

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 (well links to prior learning)	APK Starter: I will instruct learners to recap from their previous lesson and explain the features of a newspaper article. I will then gather feedback whilst simultaneously explaining to the learners that they are generating a success <u>article</u> .	APK Starter: Learners should recap on their previous lesson and explain the features of a newspaper article. Learners should be prepared to feedback their ideas after I have explained that these features need to be included in our class success criteria.	PowerPoint.
Teaching & Core Learning	I will give the class 5 minutes to discuss the layout of a newspaper. I will ask learners to come up to the board and point to where each feature belongs on the article template. I will present the class with two newspaper examples regarding the <u>UK</u> announcement of Johnson as PM. I will encourage the class to identify any aspects they find interesting or effective. I will prompt participants. Ask for the subheading of each paper and question pupils if they find these engaging. On their handouts, learners will have a newspaper article template with sentence starters on. Learners should create a draft article as if they were reporting about the demon headmaster becoming the UK's	Learners should discuss newspaper layouts in their pairs and be ready to show where they think each feature belongs. As a class, learners should identify any interesting features of the two examples presented to them. I will ask learners to APK and have a think about any choices they could use to make their heading and subheading engaging and exciting, i.e. ambitious adjectives, rhyming, humour, etc. On their handouts, learners will have a newspaper article template with sentence starters on. Learners should create a draft article as if they were reporting about the demon headmaster becoming the UK's	PowerPoint. PowerPoint. PowerPoint. Word banks. Newspaper article templates.

2

new Prime Minister. On the board the layout and 'what gas where' will be presented for learners along with their class generated success criteria. Word banks are also provided to encourage pupils to include ambitious adjectives.	new Prime Minister. On the board the layout and 'what gas where' will be presented for learners along with their class generated success criteria. Learners will be encouraged to include ambitious adjectives by using the word banks provided.	
As an extension task, I will explain the task that they should identify and apply relevant quotes to their newspaper article. I will ask the class why the inclusion of quotes is effective, i.e. makes the paper more trustworthy and believable.	As an extension task, I will explain the task that they should identify and apply relevant quotes to their newspaper article. I will ask the class why the inclusion of quotes is effective, i.e. makes the paper more trustworthy and believable. Learners can use my example as an idea of what types of quotes to include.	
I will instruct learners to peer assess their partner's newspaper article (draft). Learners will be required to offer their peer two stars and one target. It will be explained to the class that in their assessment comments they must include features from the success criteria.	Learners should peer assess their partner's newspaper article (draft). Learners will be required to offer their peer two stars and one target. It will be explained to the class that in their assessment comments they must include features from the success criteria.	PowerPoint. Green pens.

3

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Appendix 7:

Reflectional Model: Brookfield proposes four lenses that can be engaged by teachers in a process of critical reflection: (1) the autobiographical, (2) the students' eyes, (3) our colleagues' experiences, and (4) theoretical literature. These lenses correlate to course of self-reflection, student feedback, peer assessment, and engagements with scholarly literature (Brookfield, S. 2005).



1

Pace. Avoid rushing just because you want to complete all progress checks. Ensure each step has been fully understood before moving learners on.

2

Selecting learners. Avoid selecting pupils at random. Use classroom tools like name generators or names in a hat.

3

Alternative explanations of tasks is vital within the classroom setting. Check all learners' comprehension of task, some pupils would have benefitted from an alternative instruction to the activity.

4

Learners responded extremely well to the invitation to get involved in progress checks. According to literature, learners who are involved in their own assessment feel encouraged and motivated to continue with their productivity.

Appendix 8:

Name: ~~Anastarsia~~ Davies and Bethan Leahy	Date:
Class: 7BH Learning objective for the lesson: To revise the AFOREST techniques in persuasive writing.	Number of pupils present: 28 Number of pupils observed: 3
Task one: This pertained to the first progress checks with was used to activate the prior knowledge of the learners in terms of the AFOREST techniques that they learnt last lesson.	Progress check used: <i>I can explain the techniques involved in persuasive writing.</i> Pupil response: Well engaged and willing to answer with the hands up approach. ~~Anastarsia~~ use a range of techniques to tease the answer out of different learners allowing the class as a whole to participate within the task. The three learners that were being observed participated readily in the task.
Task two: This pertained to the class a discussion about how these techniques could be used with a speech and what they functioned is.	Progress check used: <i>I can explain how these techniques are used?</i> Pupil response: Learner response was good, and they were using the appropriate language in persuading their audience to listen. The three individuals that were being observed, again, participated with this activity.
Task three: This pertained to the writing of their own speech involving the balloon debate in which they had to persuade the people on their table that they needed to say on the hot air balloon.	Progress check used: <i>I can apply the AFOREST persuasive techniques in a speech.</i> Pupil response: The learners responded well to this task and were all focused. Circulation by the teacher and observer found that the learners had a confident grasp on this task and we all <u>executing</u> the task to the best of their ability.

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Appendix 9:

Name: ~~Anastarsia~~ Davies and Bethan Leahy	Date:
Class: 7W Objective for this lesson was to explain features of a newspaper article, identify the traditional layout and finally create an article based upon the novel <i>The Demon Headmaster</i> .	Number of pupils present: 31 Number of pupils observed: 3
Task one: This pertained to the first progress checks with was used to activate the prior knowledge of the learners in terms of the features of a traditional newspaper article.	Progress check used: <i>I can explain the features used in newspaper articles.</i> Pupil response: Well engaged and willing to answer with the hands up approach. Bethan used a wide range of questioning techniques to prompt answers out of different learners allowing a whole class collaboration. The three learners that were being observed participated readily in the task.
Task two: This permitted students to identify the layout of a traditional newspaper article. Learners worked in pairs to match up each feature to its correct position of the article template.	Progress check used: <i>I can identify the layout of a newspaper article.</i> Pupil response: Learner response was good, and their feedback was sophisticated and of a high standard. Learners were also encouraged to respond on the effect of features, i.e. captions allow readers to gain a more in depth understanding of what is happening in the image. The three individuals that were being observed, again, participated with this activity.
Task three: This pertained to the writing of their own newspaper article. Learners had to create a draft reporting on the demon headmaster becoming the United Kingdom's Prime Minister. Learners also generated their own success <u>criteria</u> and this was completed as a whole class collaboration.	Progress check used: <i>I can apply the features of the success criteria to my own newspaper article.</i> Pupil response: The learners responded extremely well to this task and were all focused. Circulation by the teacher and observer found that the learners had a confident grasp on this task and were all engaged and enjoying the activity.

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