

Attachments Document

Design, conduct, and critically evaluate a close to practise research project focussing on the model of the transformative teacher in developing practise that has a positive impact upon the learner.

“Is the use of a traffic light assessment for learning method of pupil feedback an effective method of measuring pupil understanding throughout a lesson, in a secondary school context?”

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The following appendices are the original sheets used during the observations and were scanned using a photo copier. This document is therefore a set of images which means that I am not able to label each one individually as a different appendix. Therefore, the following list details what is contained within this document.

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Observation

Pupil 1										Pupil 2										Pupil 3														
Before Hinge					WB					Before Hinge					WB					Before Hinge					WB									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Notes: Seemed to really like the activity and asked to do it again upset if we missed the purpose of task but we enjoyed it.										Notes: Happy to be asked to talk about it. Seems disinterested										Notes: Followed instructions and appears to be interested and engaged.														
After Hinge 1										After Hinge 1										After Hinge 1														
WB					WB					WB					WB					WB					WB									
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Notes: Well being and attitude remained but was engagement dropped - attitude activity effect were ok?										Notes: Involved in the higher level continued and well being seemed to improve										Notes: Well being improved after initial shock and engagement also improved.														

Observation 2.

Pupil 1 / 84		Pupil 2 / 45		Pupil 3 / 56	
Before Hinge		Before Hinge		Before Hinge	
1 WB 1 2 3 4 5		1 WB 1 2 3 4 5		1 WB 1 2 3 4 5	
Notes: PUP 1 Seamed genuinely disconnected from the lesson and was not acting properly. This meant their involvement was also minimal.		Notes: Did all work as asked / instructions. But seemed shy and under confident.		Notes: Follows instructions well but seems ~~anxious~~ confident - X exited + anticipating good lesson.	
After Hinge 1		After Hinge 1		After Hinge 1	
1 WB 1 2 3 4 5		1 WB 1 2 3 4 5		1 WB 1 2 3 4 5	
Notes: NO change.		Notes: Again, completed all work / instructions but seemed to perk up.		Notes: They seemed stuck at different activity and ~~space~~ space out after teacher. Did they want to ask questions?	
After Hinge 1		After Hinge 1		After Hinge 1	
1 WB 1 2 3 4 5		1 WB 1 2 3 4 5		1 WB 1 2 3 4 5	
Notes: sign change in level of involvement afterward.		Notes: AS hinge required problem which does need confidence increase led to them answering a question better.		Notes: Involvement dropped? Demonstrated? would this differ with time?	

Post Lesson Questionnaire – Pupil 1

This section is to be completed by the pupil.

During this questionnaire and post lesson chat, you may leave at any point, and the session will end. Please indicate this by turning around the green disk on your desk, so that it shows red, and your teacher will end the session.

Please circle/underline the answer to the following questions, which best represents how you feel.

The traffic light (RAG) sticks were easy to use.

Disagree strongly / Disagree / Agree / Strongly Agree

The traffic light sticks are a good way of providing pupil feedback to the teacher.

Disagree strongly / Disagree / Agree / Strongly Agree

The use of the traffic light sticks helped the lesson to progress.

Disagree strongly / Disagree / Agree / Strongly Agree

I would like to use this method again in a lesson.

Disagree strongly / Disagree / Agree / Strongly Agree

Please Hand this sheet to your teacher when you have finished the above questions

This section is to be completed by the teacher.

Why do you think the traffic light (RAG) system is used?

For us to tell you how well we understood the task that you set?

This was said as a question unsure?

Did the use of this method help improve your understanding during the lesson?

Yes, sort of. I liked the task and it split the lesson up. I don't understand what difference it makes besides telling you. ~~I then explained the change it made on lesson~~. Then yes I think it improved my understanding because if you hadn't made that slight change in explaining I would have done it wrong by not understanding.

Did the use of the traffic light (RAG) system aid your learning

Yes, because otherwise I would have thought that I understood when I didn't so wouldn't have learnt the right things.

Why do you think that the traffic light (RAG) system is helpful to the teacher?

Because it tells you how well we understand what you've asked us to do, so you know we all understand before going to the next bit.

What did you understand from the lesson? (WWW)

I understood that businesses have an effect on the environment by polluting the air, water, landscapes etc and that they need to become sustainable.

Was there anything you did not understand when leaving the lesson? If so, what did you struggle with? (EBI)

I would have wanted longer on seeing the effects before going on to how they can change their behaviour.

Post Lesson Questionnaire – Pupil 2

This section is to be completed by the pupil.

During this questionnaire and post lesson chat, you may leave at any point, and the session will end. Please indicate this by turning around the green disk on your desk, so that it shows red, and your teacher will end the session.

Please circle/underline the answer to the following questions, which best represents how you feel.

The traffic light (RAG) sticks were easy to use.

Disagree strongly / Disagree / Agree / Strongly Agree

The traffic light sticks are a good way of providing pupil feedback to the teacher.

Disagree strongly / Disagree / Agree / Strongly Agree

The use of the traffic light sticks helped the lesson to progress.

Disagree strongly / Disagree / Agree / Strongly Agree

I would like to use this method again in a lesson.

Disagree strongly / Disagree / Agree / Strongly Agree

Please Hand this sheet to your teacher when you have finished the above questions

This section is to be completed by the teacher.

Why do you think the traffic light (RAG) system is used?

To tell you if we understand the lesson and if we're learning. We used to do the same thing with our planners but now we don't have them.

Did the use of this method help improve your understanding during the lesson?

Yes because you came and reexplained when I voted orange so then I understood it better.

Did the use of the traffic light (RAG) system aid your learning

Yes because otherwise I would have been stuck and would have left not knowing.

Why do you think that the traffic light (RAG) system is helpful to the teacher?

To base next lesson on? (said as question)

What did you understand from the lesson? (WWW)

That business behaviour has an affect on
the environment and they have to stop
or they'll make climate change go too far.
e.g Amazon completely deforested.

Was there anything you did not understand when leaving the lesson? If so, what did you struggle with? (EBI)

Not really. I don't want another lesson though
because I don't feel they taught about it.

Post Lesson Questionnaire – Pupil 3

This section is to be completed by the pupil.

During this questionnaire and post lesson chat, you may leave at any point, and the session will end. Please indicate this by turning around the green disk on your desk, so that it shows red, and your teacher will end the session.

Please circle/underline the answer to the following questions, which best represents how you feel:

The traffic light (RAG) sticks were easy to use.

Disagree strongly / Disagree / Agree / Strongly Agree

The traffic light sticks are a good way of providing pupil feedback to the teacher.

Disagree strongly / Disagree / Agree / Strongly Agree

The use of the traffic light sticks helped the lesson to progress.

Disagree strongly / Disagree / Agree / Strongly Agree

I would like to use this method again in a lesson.

Disagree strongly / Disagree / Agree / Strongly Agree

Please Hand this sheet to your teacher when you have finished the above questions

This section is to be completed by the teacher.

Why do you think the traffic light (RAG) system is used?

Initially I didn't. Initially I was confused by it as I didn't think it would help me. I like asking questions and answering them before the work to make sure I understand so the first time it wasn't nice because I wasn't told that I was right first, but I was used to it by the second one so expected it.

Did the use of this method help improve your understanding during the lesson?

First I didn't think that it did because usually I answer questions so I'm confident that I'm right before I start. But it made me have to have confidence in myself and work independently so it worked better.

Did the use of the traffic light (RAG) system aid your learning

Yes in some way. I would have probably gotten to the same point overall but it made me get there differently and in a better way.

Why do you think that the traffic light (RAG) system is helpful to the teacher?

Because it gives you the confidence that everyone knows rather than just the ones asked.

What did you understand from the lesson? (WWW)

That businesses behaviour are often bad for the environment and that if they carry on instead of becoming sustainable then the climate is going to keep going up.

Was there anything you did not understand when leaving the lesson? If so, what did you struggle with? (EBI)

Nothing (even after encouragement).

Post Lesson Questionnaire – Pupil 18.4

This section is to be completed by the pupil.

During this questionnaire and post lesson chat, you may leave at any point, and the session will end. Please indicate this by turning around the green disk on your desk, so that it shows red, and your teacher will end the session.

Please circle/underline the answer to the following questions, which best represents how you feel.

The traffic light (RAG) sticks were easy to use.

Disagree strongly / Disagree / Agree / Strongly Agree

The traffic light sticks are a good way of providing pupil feedback to the teacher.

Disagree strongly / Disagree / Agree / Strongly Agree

The use of the traffic light sticks helped the lesson to progress.

Disagree strongly / Disagree / Agree / Strongly Agree

- Didn't understand
had to help

I would like to use this method again in a lesson.

Disagree strongly / Disagree / Agree / Strongly Agree

Please Hand this sheet to your teacher when you have finished the above questions

This section is to be completed by the teacher.

Why do you think the traffic light (RAG) system is used?

To show what we know

Did the use of this method help improve your understanding during the lesson?

Pause "Yeah" "kind of! I wouldn't have understood the job description but other wise [Difference between job description and job specification]"

Did the use of the traffic light (RAG) system aid your learning

Kind of. Again, same as last question, so yes.

Why do you think that the traffic light (RAG) system is helpful to the teacher?

Because it stops kids leaving without understanding or without learning something -

What did you understand from the lesson? (WWW)

That job descriptions explain the job
where as Job Specification is what
you are going to be needed to do for the
job.

Was there anything you did not understand when leaving the lesson? If so, what did you struggle with? (EBI)

The bit about where training comes in for it
[This was already highlighted and will be
added to next lesson]

Post Lesson Questionnaire – Pupil 5

This section is to be completed by the pupil.

During this questionnaire and post lesson chat, you may leave at any point, and the session will end. Please indicate this by turning around the green disk on your desk, so that it shows red, and your teacher will end the session.

Please circle/underline the answer to the following questions, which best represents how you feel.

The traffic light (RAG) sticks were easy to use.

Disagree strongly / Disagree / Agree / Strongly Agree

The traffic light sticks are a good way of providing pupil feedback to the teacher.

Disagree strongly / Disagree / Agree / Strongly Agree

The use of the traffic light sticks helped the lesson to progress.

Disagree strongly / Disagree / Agree / Strongly Agree

I would like to use this method again in a lesson.

Disagree strongly / Disagree / Agree / Strongly Agree

Please Hand this sheet to your teacher when you have finished the above questions

This section is to be completed by the teacher.

Why do you think the traffic light (RAG) system is used?

TO tell the teacher how well we
get it which lets them explain it again
if needed to.

Did the use of this method help improve your understanding during the lesson?

Yes because the teacher re-covered something
a lot of us didn't get. usually they ask a
question and unless you ask for help they
don't know so they carry on and then it
means I have less time to work if I get stuck
because I have to ask.

Did the use of the traffic light (RAG) system aid your learning

Yes, I always more time to work if
I do get stuck.

Why do you think that the traffic light (RAG) system is helpful to the teacher?

Because it lets them notice a large
problem that they can deal with as a
class or if not, deal with the few people.

What did you understand from the lesson? (WWW)

That jobs get described to candidates on the job advertisement and will be known by a more specific list of job duties etc ✓

Was there anything you did not understand when leaving the lesson? If so, what did you struggle with? (EBI)

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Post Lesson Questionnaire – Pupil

This section is to be completed by the pupil.

During this questionnaire and post lesson chat, you may leave at any point, and the session will end. Please indicate this by turning around the green disk on your desk, so that it shows red, and your teacher will end the session.

Please circle/underline the answer to the following questions, which best represents how you feel.

The traffic light (RAG) sticks were easy to use.

Disagree strongly / Disagree / Agree / Strongly Agree

The traffic light sticks are a good way of providing pupil feedback to the teacher.

Disagree strongly / Disagree / Agree / Strongly Agree

The use of the traffic light sticks helped the lesson to progress.

Disagree strongly / Disagree / Agree / Strongly Agree

I would like to use this method again in a lesson.

Disagree strongly / Disagree / Agree / Strongly Agree

Please Hand this sheet to your teacher when you have finished the above questions

This section is to be completed by the teacher.

Why do you think the traffic light (RAG) system is used?

to tell them if they need to recover something

Did the use of this method help improve your understanding during the lesson?

No because I wasn't actually tested on knowledge, just a guess of how well that I understood

Did the use of the traffic light (RAG) system aid your learning

Not really, a question or something would have aided me to check that I did understand rather than my guess of it.

Why do you think that the traffic light (RAG) system is helpful to the teacher?

Because ~~the~~ then they can spot a large problem of misbehavior/standing. I can see why it's helpful if that happens.

What did you understand from the lesson? (WWW)

That jobs are advertised on job websites and that businesses will advertise them using the job description document where they are told what's involved in the job.

Was there anything you did not understand when leaving the lesson? If so, what did you struggle with? (EBI)

Not really but is there another lesson to add to this?

Model ~~Beirniad Wedi Adfyfyrig~~ (BWA) *Assisted Reflective Conclusions (ARC) Model*

Lesson Study / Observation 1



~~Profiad~~ / Experience	
Feelings <i>"What are your feelings regarding the experience?"</i>	My feelings regarding the first lesson study are positive, as the results we obtained were meaningful and provided some food for thought. This will allow me to delve into literature surrounding certain areas of assessment for learning, such as questioning.
Remember and Understand <i>"Can you list the aspects of the incident in the context of learning?"</i>	Pupil 1 began the lesson with low well-being and low involvement. The. Assessment for learning method used highlighted an issue, which was dealt with, which caused a spike in well-being in terms of their behavior and attitude and was far more involved in their work. Learning because of this. Is likely to have more of a chance of occurring than previously, so the method has had a positive effect. Pupil 2's well-being and involvement also showed positive improvements throughout the lesson, gradually increasing throughout the lesson after each hinge question. This again suggests positive effects of the method being used due to potential motivation and confidence boosts. Pupil 3's involvement remained high throughout, with a drop-in well-being after the first hinge question. This was highlighted as a potential issue as they preferred a normal classroom questioning section. As opposed to this assessment for learning as they were usually the ones to answer the questions and, therefore got a boost from it. This, as previously stated, is food for thought.
Evaluate and analyse <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The points that should remain consistent when this lesson is repeated, is the way in which the method of assessment for learning is being used. Using the traffic light system to anonymously rate how well they feel they understand what was just explained before moving on – allowing the teacher to differentiate where required, proved positively.
Conclusions and actions <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	For the next lesson study, the point in which the hinge questions will be delivered will be changed to greater address the meeting of the lesson objectives.
Y ~~profiad newydd~~ / Transformed experience	



Model Beirniad Wedi Adfyfrio (BWA) *Assisted Reflective Conclusions (ARC) Model*

Lesson Study / Observation 2

<u>Profiad</u> / Experience	
Feelings <i>"What are your feelings regarding the experience?"</i>	My feelings, again the same as the first ARC reflection, are positive. The results obtained were again beneficial and insightful, and certainly give me a lot to look at in terms of literature and drawing links between the two.
Remember and Understand <i>"Can you list the aspects of the incident in the context of learning?"</i>	Pupil 4 - This pupil's well-being and involvement is consistently low and is currently being addressed by the school. However, an increase in involvement was recorded after the hinge questioning, and a problem. With understanding was highlighted. Though no mass change was recorded here, a small positive improvement was recorded and therefore works in favor of the method's use. Pupil 5 – Consistent high well-being and involvement throughout the lesson, but a problem in understanding was. Highlighted and was resolved as a result of the use of the method. Pupil 6 – Well-being and involvement remained constant throughout, d=besides one smaller drop in well-being. This, as with pupil 3, was the result of the pupil liking the normal questioning that the class teacher uses and therefore didn't like the change to this method.
Evaluate and <u>analyse</u> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	This lesson study went well, meaning most aspects would remain constant.
Conclusions and actions <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	One change that I would make should I repeat this study, would be to make use of a control group which would enable me to compare results with each lesson study, which would highlight the positive impact this method had upon the learning more than this method did.
<u>Y profiad newydd</u> / Transformed experience	

