

Observation Schedule

Leuven scale of involvement will be used as the criteria for the observation schedule:

Stage in the Lesson:	Pupil:			
	1 boy in corner	2 boy at back	3 Girl in middle	4 Girl on right.
Start Filling in blanks on an A3 revision sheet they had from last lesson.	Handing out sheets. Now working his way through sheet.	Working away on starter	was disengaged briefly but now on task. Easily distracted.	Either trying to help pupil next to her, or trying to remember work. ~~Easily distracted~~
Theory Looking at atoms & electric circuits. Atoms for reference to charge in different particles.	Writing down the explanations for series/Parallel circuits. • Needs reiteration of task & help to know what to do.	Still engaged in the lesson. Working away on question sheet w/ little to no talking.	Reluctant to answer questions, but has the knowledge.	Filling in the sheet whilst he is going through it at front. Hard up straight away. Helping the pupil next to her to answer question sheet.
Practical Rope demonstration of how electricity travels from cell (teacher) to bulb (pupil) via feeling of heat. Demonstrating parallel & series circuits.	Taking part in the demo. • seems to need an individual explanation each time.	Now also taking part in second demo. Constantly engaged throughout whole lesson.	• Friends reenter from test. Looks more engaged in the lesson now. ~~Easily~~ More distracted again, but is also discussing work with pupils either side of her. • Works better surrounded by friends.	Always engaged in the lesson. "Constantly helping pupil beside her (Mko?)

Informal group Interview following Research Lesson.

- Enjoyed the lesson.

4/2/20

- Anything difficult?

- Recalling info from previous lessons → ~~The ones that~~
One finds it okay, the others find the more complicated stuff to remember.

→ Practical aspect aids the understanding of the lower ability

→ They did gain knowledge after theoretical explanation.

→ Practical ^{aspect} seems to be ^{less understandable} ~~not~~ on the higher ability.

→ Taking part in the practical aspect makes understanding better, but viewing it from a distance not as effective.

→ More time on the sheets.

Reflection of the Lesson Study (based on Gibbs 1988):

Name: William Myers

Date: 4/2/20

Class: Yr 9.

Stage	Notes	Prompts
Description	• Explanation of electrical circuits. • Difficulty recalling. • Were mythed about answering same question 3 times. → but this was part of research. • Longer time to fill in sheet.	What happened... ...during the main body of the lesson? ...when learners encountered difficulties? ...during times of transition? How did the learners respond to the different phases of the lesson? What were... ...the main areas for development in today's session?
Feelings	• Practical-hard to engage non-participants. • Lesson went well, got everything done.	What were your thoughts or feelings during the lesson? Giving examples from within the lesson, explain your feelings?
Evaluation	• Everyone engaged most of the time. • Those distracted from practical element didn't get as much from it. • It was a revision lesson, so quite recall based - some had difficulty with this.	Can you list... ...the aspects of the lesson that went well? ...the elements of the learning experience that were disappointing? ...any factors that influenced the learning/experience? What are some of the problems... ...learners encountered? ...you encountered? ...support staff encountered? Explain where the learning could have been more effective.
Analysis	• Effective session as most students seemed engaged for majority of lesson. • Reviewing previous content & using various methods of teaching. → Successful lesson in answering the research question.	Why would someone else think that... ...this was an effective/ ineffective session? What caused... ...the learning to be effective today? ...disruptions and the children being off task? ...the overall success of today's session? What literature could be used to develop your knowledge of how to improve?
Conclusion	• Lower liked practical aspect. • mid-ability enjoyed it as well. • Higher required further written work. • Integrate physical aspect for differentiation between ability groups.	Can you outline... ...how you could move the lower/ mid/ high ability forward? ...the next step for the whole class? ...the next steps for specific individuals? ...Did the physical engagement work?

• Physical engagement worked!

		Summarise ideas on how to improve practice.
Action Plan	• Where appropriate, try to incorporate physical engagement in lesson planning	Describe an incremental plan for the application of the knowledge discovered and how this may impact lessons in the future.

Later reflection (up to 48 hours post-lesson study):

General comments on initial reflection:	~~to test~~ After time spent thinking about it, the comments seem to be accurate, & the research answered the question of whether physically ~~& directly~~ engaging in an activity can improve understanding.
Are there other additional ideas that could improve the effectiveness of the learning taking place?	~~A whole-class involved~~ A physical engagement activity that involved the whole class rather than a few individuals so they all get the benefit of directly taking part.

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Stage in the Lesson:	Pupil:		
	1 <i>4.1</i>	2 <i>5.4</i>	3 <i>2.1</i>
Start	<i>3 - Questioning, but off topic</i>	<i>3 - Focused on trying to answer question that</i>	<i>2 - looking around and talking</i>
Theory	<i>2 - some distraction, limited focus on task</i>	<i>3 - listening, but not engaging</i>	<i>2 - 1 - actively talking</i>
Practical	<i>4 - Focused on task</i> <i>2 - A little attention paid while writing</i>	<i>3 - Participated without focusing</i> <i>1 - no focus while writing</i>	<i>3 - Takes part with some tugging</i> <i>2 - Distracted whilst writing</i>

<i>Post</i>	<i>3 - some distraction but largely focused</i>	<i>4 - settled back into activity quickly</i>	<i>3 - began work, but left coat on</i>
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4.1

5.4

2.1

• Enjoy

• Too loud

• Enjoyed

• Some questions hard

• Found it easier after outside

• Content on the board helped

• Found it easier after outside

• Some people doing it wrong outside

• Could have had a demonstration

Stage in the lesson:		Pupil:
Start		
Theory		
Practical		

3-4 min	3-4 min	3-4 min	3-4 min
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Reflection of the Lesson Study (based on Gibbs 1988):

Name: Bill Myers

Date: 3/2/20

Class: 8

Stage	Notes	Prompts
Description	• Enjoyed going outside • Difficulties with ray diagrams • More work done when coming back in	What happened... ...during the main body of the lesson? ...when learners encountered difficulties? ...during times of transition? How did the learners respond to the different phases of the lesson? What were... ...the main areas for development in today's session?
Feelings	• All students progressed and answered some questions	What were your thoughts or feelings during the lesson? Giving examples from within the lesson, explain your feelings?
Evaluation	~~well:~~ • Understanding of refraction • Ray diagrams not well understood • Outside could be more effective - Explain inside - Model with teacher	Can you list... ...the aspects of the lesson that went well? ...the elements of the learning experience that were disappointing? ...any factors that influenced the learning/experience? What are some of the problems... ...learners encountered? ...you encountered? ...support staff encountered? Explain where the learning could have been more effective.
Analysis	• Reinforcing concepts through repetition	Why would someone else think that... ...this was an effective/ ineffective session? What caused... ...the learning to be effective today? ...disruptions and the children being off task? ...the overall success of today's session? What literature could be used to develop your knowledge of how to improve?
Conclusion	• Practical experiment on refraction • Worked well with lower ability	Can you outline... ...how you could move the lower/ mid/ high ability forward? ...the next step for the whole class? ...the next steps for specific individuals? ...Did the physical engagement work?

		Summarise ideas on how to improve practice.
Action Plan	<i>Where appropriate, use physical engagement wherever possible</i>	Describe an incremental plan for the application of the knowledge discovered and how this may impact lessons in the future.

Later reflection (up to 48 hours post-lesson study):

General comments on initial reflection:	
Are there other additional ideas that could improve the effectiveness of the learning taking place?	