

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; Anastasia 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 line 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.



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,

Interview Sheet

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!

Interview Sheet

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.

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 confusing.

Appendix 3A

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 a class 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

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.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Anastarsia Davies	Class:	7SH
AoLE 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.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Bethan Leahy	Class:	7S
AoLE 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	LNF – Use of dictionaries to look up definitions.		
Personal Targets (Linked to QTS and identified in weekly review)			
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.	Regular use of Q's and A's. Teacher circulation (QTS target) when learners are independently working. Bloom's taxonomy 'progress checks' throughout lesson.

