

Appendix 1: Interview questions.

Interview Questions for Focus Groups

- 1. How did you feel about not being able to put your hands up?**
 - Were you worried?
 - Did it make you feel better that everyone had to be involved in the lesson?
 - Were you worried about the use of lollypop sticks?
- 2. If your name was picked through the lollypop sticks, how did it make you feel?**
 - Were you worried or concerned?
 - Have a list of pictures of feelings as prompts for the pupils to use
- 3. When we were using the lollypop sticks were you still interested in the lesson?**
 - If answered yes/no, ask why
 - Were they more or less interested and engaged
 - Explain what engaged means?
- 4. By using the no hands up rule, did you feel you had to listen to the lesson more?**
 - Ask the pupils to explain what being engaged is and ask if they felt more engaged
 - Ask if they felt like they were participating with the lessons more because of the lollypop sticks
 - Are they used to lollypop sticks in lessons? If not, was this a new element to their learning?

Appendix 2: Interview notes: Lesson study 2

Pupil Number:	1
Date:	6/2/20
Student-Teacher:	Katherine Clark

How did you feel about not being able to put your hands up?

- Confident, because I knew the answers
- Didn't like it when I knew the answer and couldn't answer

If your name was picked through the lollypop sticks, how did it make you feel?

- I felt confident because I knew the answer
- If I don't know the answer then I don't mind

When we were using the lollypop sticks were you still interested in the lesson?

- Yes, I was listening in case my name was picked

By using the no hands up rule, did you feel you had to listen to the lesson more?

- Yes, just in case you get asked a question.

Pupil Number:	2
Date:	6/2/20
Student-Teacher:	Katherine Clark

How did you feel about not being able to put your hands up?

- I never usually put my hand up so it didn't matter.
- If I knew the answer then I doesn't matter if I get picked.

If your name was picked through the lollypop sticks, how did it make you feel?

- Nervous because if I didn't know the answer then I wouldn't be able to answer the question.

When we were using the lollypop sticks were you still interested in the lesson?

- Yes, I was listening in case my name was picked
- More worried about having to answer than learning.

By using the no hands up rule, did you feel you had to listen to the lesson more?

- Yes, in case my name was picked.

Pupil Number:	3
Date:	6/2/20
Student-Teacher:	Katherine Clark

How did you feel about not being able to put your hands up?

- Boring because I couldn't answer when I wanted.

If your name was picked through the lollypop sticks, how did it make you feel?

- If I knew the answer it was fine, but if I didn't I didn't like it.

When we were using the lollypop sticks were you still interested in the lesson?

- No because I couldn't answer.

By using the no hands up rule, did you feel you had to listen to the lesson more?

- Yes, just in case you get asked a question.

Appendix 3: Transcribed Focus Group: lesson study 2.

Below is the transcription for my focus group with three pupils to discuss the elements of research within the lesson. Prior to the focus group, pupils' consent was given and parental consent was also provided. Pupils were told that they could stop the focus group at any time and were aware of the reasons for the research. For the context of the interview, pupils were chosen based on their ability groupings in order to get a feel for the whole class.

Interviewer: So, everyone, we will just be discussing the use of lollypop sticks within the lesson and no hands up. How did you feel about not being able to put your hands up?

Pupil 1: It was strange because we usually do put our hands up, but it was a different way in the lesson.

Pupil 3: I found it boring.

Interviewer: How come?

Pupil 3: we weren't able to answer when we wanted, it was waiting.

Interviewer: I understand! Two of your names were picked through the lollypop sticks, how did that make you feel?

Pupil 1: I was fine I didn't mind because I knew the answer. It was just waiting for my name, but when I knew the answer, I wanted to say it.

Pupil 2: I felt shy when my name was called because I wasn't sure of the answer and didn't get it wrong.

Interviewer: Well you know in lessons, if we get anything wrong that's ok! It's great to try and have a go. But when your name was called, did you feel like you had to listen more just in case you were asked again?

Pupil 3: if you didn't listen you wouldn't know the answer.

Pupil 1: I listened in the lesson to make sure I knew the answer.

Pupil: well I always listen just in case I'm asked, but I knew I had to listen more today just in case.

Interviewer: so, would you say you had to listen more within this lesson then?

Pupil 1: yes.

Pupil 3: yes, because you could've asked us anything at all.

Interviewer: do you enjoy using the lollypop sticks in lessons then if it makes you listen more?

Pupil 2: it is good sometimes, but if I don't understand something, I don't like it as much.

Pupil 1: my mum told me it might be boring if I can't answer all the time, but it was ok because my name was picked once.

Interviewer: So you didn't find it boring, pupil 3, do you think it's better for you if its hands up or no hands up in lessons?

Pupil 3: I want hands up because then I can have a go at answering whenever I want.

Pupil 1: yes I like to answer when I know the answer, because when I can't give the answer its annoying.

Appendix 4: Reflection Sheet: my lesson.

Based on Gibbs (1998) Reflective Cycle.

Describe what happened:

Within the lesson, the use of no hands up methods worked well as pupils were engaging throughout and were participating during the lesson. Some pupils found it difficult not being able to answer when they knew the answer however this could improve with time. The use of lollypop sticks helped ensuring pupil understanding.

Describe your feelings and emotional responses:

Overall feelings and emotional responses towards this lesson were positive and were good in enhancing my learning of my teaching styles and strategies. Pupils worked well with the lollypop sticks and answering questions and were positive towards the learning experience and research.

Consider what was good, or bad about the experience:

Good: use of lollypop sticks, pupil participation, pupil engagement.

Bad: pupil confidence when answering to lollypop stick.

How do you make sense of the situation (use sources, theories / academic research to help you make sense of your reflection)?

In order to progress within this reflection and broaden practice, research into the topic of lollypop sticks and pupil participation will be undertaken and used within future teaching.

What general conclusion can you draw from the event? What specific conclusions can you draw from your experience?

Pupil participation can differ from lesson to lesson, and it is important to continue with research into the topic to deepen practice and further engage with research into teaching. Drawing from the event is that pupils participation can differ and the need to incorporate different techniques to gain attention is key.

Based on your reflection what would you do differently in the future? Do you have an action plan?

Within future teaching lessons, the use of AfL strategies is a key that will be used throughout questioning techniques such as the use of lollypop sticks. Pupils should be taught within a number of strategies however all should be consistent.

Appendix 5: Observation schedule: lesson study 2.

Name of observer: Karl James.
Katherine Clark.

Name of student-teacher:

Date of session observed: 6/2/2020

Year group/Key Stage and number of pupils: Year 2- 19 pupils.

Details of the lesson and agreed objectives: Within this lesson, focusing on science and technology, pupils will be creating parachutes to get 'Jack' down the beanstalk.

Aspects the trainee teacher would like to address during the session: the use of lollypop sticks to ensure participation.

	Pupil 1	Pupil 2	Pupil 3
Were the pupils engaged throughout the session knowing the no hands up rule, and the use of the lollypop sticks?	Yes- was eager to answer questions.	Yes- however didn't enjoy when name was picked to answer.	Not throughout the session, within introduction was the best time for participation.
Were there periods when the pupils weren't participating during the session?	When completing work, the pupil wanted to complete the task to time rather than be involved within discussions surrounding mini-plenaries.	No- pupil was engaged and listening/participation throughout.	Yes, numerous times during the session.
Were the pupils responsive to the use of lollypop sticks throughout the session?	Yes, however when completing the task was more interested in that.	Yes- was responsive throughout and prepared if questioned.	No- got distracted with peers half way through the lesson.

Appendix 6: Transcribed interview (Research partner: lesson study 1).

Interviewer: How did you feel about not being able to put your hands up?

Child 1: I liked it. I was excited when you told us that we were going to be doing it again because we haven't done it much, but I like it when we do.

Interviewer: Ok, so you liked it. What About you number 2?

Child 2: Well, it was ok. I think I got a bit scared because I didn't know if I was going to be picked and I was I was scared in case it was to a question I didn't know the answer to.

Interviewer: Why does that make you scared?

Child 2: Because if I get the question wrong it makes you look stupid because you don't know the answer.

Interviewer: OK, thank you. How about you child 3?

Child 3: Well, it doesn't really bother me.

Interviewer: Why doesn't it bother you? Were you not interested in using the lollypop sticks?

Child 3: Well it's fun, but people think I'm not paying attention in class, but I am so if my name is picked I can answer the questions.

Interviewer: If your name was picked through the lollypop sticks, how did it make you feel?

Child 2: My name was picked! I was a bit scared because it was a shock but because I knew the answer it wasn't too bad.

Child 1: I didn't get picked today but when I was picked before I knew the answer, so I just answered it. It is a bit scary when you say you're going to be using the lollypops though because normally we just put our hands up don't we?

Interviewer: Yes, we do normally but today we used the lollypop sticks. Your name wasn't picked today either was it child 3?

Child 3: No.

Interviewer: But it has before, how did that make you feel?

Child 3: It was alright, people just think I'm not listening because I'm quiet, but I am listening I wasn't scared or anything.

Interviewer: When we were using the lollypop sticks were you still interested in the lesson?

Child 1: Yeah, I think it made me pay more attention because I was scared that you were going to ask me something I didn't know.

Child 2: A bit, I was scared you'd ask me something, but I was interested anyway.

Child 3: I don't think it made a difference to me.

Interviewer: By using the no hands up rule, did you feel you had to listen to the lesson more?

Child 3: I was listening, it doesn't always look like I'm listening, but I was.

Child 1: Yeah I listened more to the lesson because I wanted to make sure I knew the answers if you asked me a question.

Child 2: I think so, I was listening more today, but I think that's because we were doing something new as well as doing the lollypop sticks.

Appendix 7: Observation schedule: Research partners lesson (lesson study 1).

Observation Schedule

Name of observer: Katherine Clarke
Name of student-teacher: Karl James

Date of session observed: 04/02/20

Year group/Key Stage and number of pupils: 27

Details of the lesson and agreed objectives: Literacy lesson with a focus on script writing.

Aspects the trainee teacher would like to address during the session:

	Pupil 1	Pupil 2	Pupil 3
Were the pupils engaged throughout the session knowing the no hands up rule, and the use of the lollypop sticks?	Engaged with the lesson and remembered the no hands up rule. Looked engaged throughout the lesson	Was distracted at some points during the lesson but did look engaged for most of the lesson.	Did not look engaged during the lesson and looked as if they were not paying attention.
Were there periods when the pupils weren't participating during the session?	<u>No</u> this pupil was engaged throughout the lesson and was paying very close attention to what was going on.	Most of the lesson this child was engaged and was participating but did lose concentration at some points.	Didn't look engaged with the lesson but was participating sometimes.
Were the pupils responsive to the use of lollypop sticks throughout the session?	<u>Yes</u> this pupil was very responsive to the use of lollypop sticks and was eager to answer.	This pupil was responsive to the lollypop sticks and looked more engaged because of it.	This pupil did not seem to mind that they could be chosen at any time and was not responsive to the use of lollypop sticks.