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Appendix One – Year Six Lesson Plan

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Megan Harris	Class:	Year Six
AoLE or Subject	Humanities – History – The Blitz	Date:	04/02/2020
Lesson Focus:	To research valid information about specific events during World War Two.		
Meaningful links to Curriculum	History – Historical knowledge and understanding: identify significant people and describe events within and across periods History – Historical knowledge and understanding: understand why people did things, what caused specific events and the consequences of those events History – Chronological Awareness: use timelines to sequence events History – Historical Enquiry – Use a range of sources, including ICT – data and appropriate written sources History – Organisation and communication: select, record and organise historical information		
Meaningful links to: Cross Curricular Responsibilities	Personal and Social Development – Collaborative work within the classroom DCF- Chromebooks used to research English – Writing: Produce fluent and legible handwriting English – Writing: Use varied and appropriate vocabulary, including subject-specific words and phrases		
Personal Targets (Linked to QTS and identified in weekly review)			
C&E will be evidence through the children having differentiations throughout the activity, also evidencing the D standard. RoL will be evidenced through the children reflecting on their learning from other activities during the week, along with taking part in the mini plenaries throughout the session. LIL will be evidenced through the children remembering the information on the cards from the other sessions, following what they arrange in each area of their sorting to lead their timeline of events.			
Challenge and expectations: On Track - The student-teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.			
Reflection on learning: On Track - In planning, the student-teacher demonstrates awareness of the importance of encouraging learners' reflection around behaviours and outlooks for learning.			
Differentiation: On Track - The student-teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.			
Learners leading learning: On Track - In planning and delivery, the student-teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.			
Learning Objectives (focus on Learning- use accessible vocabulary):			
The pupils will learn to:			
-To research valid information about specific events during World War Two			

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)
***I can search for and select information from a range of sources, considering relevance and accuracy **I can use I.C.T to select relevant information from a range of given sources and am beginning to check its validity *I can use I.C.T to search and find information from a range of given sources	Assessment for Learning – Lollipop sticks during introduction. Use of questioning such as 'Who can tell me what had happened in ____ to ____ (Country)?' Mini Plenaries throughout the session: Questioning - 'What events have you got for this date?' Quiz at the end of the session: 'What happened in the year ____?' Peer and Self Assessment – Answers on board

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 (with links to prior learning)	Ensure all children have context books, thinking books, information sheet and all resources needed to start Engage the children in an introduction session, re capping what we had found out so far Assessment for Learning – use the Lollipop sticks to check the children's understanding: example of quiz questions Set the activity out for the children – showing an example of work from last year	Engage in the introduction – answer quick fire questions on the board	Lollipop sticks Introduction PowerPoint Year 6 book from last year
Teaching & Core Learning	Provide support by hovering the classroom in order to research brief information – information sheets dotted around to save time with iPads and Chromebooks Stop children throughout the activity for mini plenaries – questioning who has got what date and what event where.	Complete the research and sorting activity in thinking books MAT/HA: Write a recount of the event, displaying the name and the date MA: Fill out the date of the event, using the clues to support LA: Fill out a specific point of the date, using clues to support In thinking books – sort and order the dates in chronological order Information Booklet for the LA and SEN: Use the information sheet or the iPads to find out	Information sheet for SEN and LA Chromebooks IPad Thinking books Envelopes Glue Scissors Pencil

		specific information of the event	
Plenary	Assessment for Learning : Show work to their partner for a feed forward comment Quiz at the end of the session: what happened on what date? Use Lollipop Sticks to check understanding	Assessment for Learning : Show work to their partner for a feed forward comment Quiz at the end of the session: what happened on what date? Use Lollipop Sticks to check understanding Peer and Self assessment in thinking books	Lollipop sticks Purple and green pen Powerpoint

Appendix Two – Year Three (A) Lesson Plan

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher		Class:	KS 2 YEAR 3
AoLE or Subject	Science	Date:	28/01/2020
Lesson Focus:	To Research body organs.		
Meaningful links to Curriculum	Science - Framework- the names, positions, functions and relative sizes of a human's main organs		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review)			
Differentiation <i>The student-teacher demonstrates breadth and depth in knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs</i>			
Learning Outcomes and well-being <i>The student-teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being</i>			
Recording and reporting The student- teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.			
Reflection on learning In planning, the student- teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: To research organs in the body.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence
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	(What have the learners to say/write/do/produce – to demonstrate learning)
*** I can label all organs of the body and provide a description of its function in detail. **I can label organs of the body and provide a description of its function. *I can label some organs of the body.	*** can label all organs of the body and provide a description of its function in detail. **Can label organs of the body and provide a description of its function. *Can label some organs of the body.

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 (with links to prior learning)	- Start off explaining to the children what the they will be doing in the lesson and introducing the learning objective. - Ask the children to use talking partners to think of as many organs of the body. – use pot of destiny to choose someone to name an organ. List these on the board. - Introduce the children to the picture matching game where they must match the organ to the correct description. - Using large copy of body - Go through these on the board- use this as a model for the class when they complete their activity.	- Children to use – talking partners thinking of all the organs in the body. - Play the picture matching game – making corrections when we go through on the board.	- Picture card game - Large outline of body.
Teaching & Core Learning	- Explain to the children what each group will be doing. - MAT- Draw the organs on the body- label and explain what each organ does. iPad can be used to research description. - MA- Draw and label the organs - LA- Label the organs	Complete the task set for them	- Exercise books - Outlines of body to go in book

Plenary	• Finish the session with 'pot of destiny' – asking questions to recap the lesson. • E.g. –LA - can you point to the liver • MA, HA, MAT- 'I'm thinking of an organ that what am I?'	• Children will recap their learning by answering questions	lolly pop sticks
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Appendix Three – Year Three (B) Lesson Plan

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher		Class:	Year 3M
AoLE or Subject	Literacy & Topic	Date:	03.02.20
Lesson Focus:	Comprehension		
Meaningful links to Curriculum	Explain information and ideas using relevant vocabulary. Organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation. Contribute to group discussion, sharing ideas and information. Read aloud using punctuation to aid expression.		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
We are learning to develop our comprehension skills.

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)
1. Children are able to identify what comprehension is and why we use it. 2. Children can read the story fluently with confidence. 3. Children can answer questions on the story using full sentences. 4. Children to self-assess their work and evaluate how they feel about it.	1. Children are able to identify what comprehension is and why we use it. 2. Children can read the story fluently with confidence. 3. Children can answer questions on the story using full sentences. 4. Children to self-assess their work and evaluate how they feel about it.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
10 mins Opening phase (with links to prior learning)	Introduce the lesson to the class. 'What do I mean by comprehension and why do we use it?' Use Bloom's taxonomy to produce high quality questioning and to build on answers. Use lollypop sticks for feedback. Children to take it in turns to read the story 'Lost in the toy museum'. Explain that pupils need to try and challenge themselves when doing the task.	Children to talk to their partners to discuss what comprehension is and why we use it. Using lollypop sticks, choose children to read a page of the story.	Lost in the toy museum story.
30 mins Teaching & Core Learning	Explain that there are 3 slightly different sets of questions. Epic (*) Awesome (**) Fab (***) When the children have finished answering their questions, ask them to self-assess their work with a green pen using the answer sheet.	Children to choose their level of challenge and complete their comprehension. Children to use a green pen to self-assess their work using the answer sheets.	Question sheets Answer sheets Green pens
10 mins Plenary	Children to evaluate the lesson using the growth mindset learning zones sheet.	Explain the growth mindset learning zones to the children and ask them to evaluate how they felt the lesson went.	Growth mindset learning zones sheet.

Appendix Four – Observation Schedule (Year Six)

How can engagement be assessed through Assessment for Learning in Key Stage Two?

Scales based on Leuven Scale Engagement

Observation Schedule

Name of teacher: Miss M. Harris

Date of session observed: 04/02/2020

Details of session observed: Timeline of significant World War Two events

Name of observer: L. J. [REDACTED] and N. G. [REDACTED]

Agreed aims and objectives of session: To research information for the WW2 timeline

Children in focus: [REDACTED] (LA), [REDACTED] (MA) and [REDACTED] (MAT).

Child One LA

Are the children....?	1	2	3	4	5
Prepared for the lesson: equipment / book		/			
Alert and ready			/		
Positive body language			/		

MAIN BODY OF THE SESSION

Are the children....?	1	2	3	4	5
Following the structure of the lesson		/			
Focusing on the teacher			/		
Understanding the teacher's movement and communication			/		
Communicating with peers in their group			/		
Answering questions directed		/			
Developing their progress			/		
Developing knowledge and understanding		/			

Child Two MA

Are the children....?	1	2	3	4	5
Prepared for the lesson: equipment / book			/		
Alert and ready			/		
Positive body language			/		

MAIN BODY OF THE SESSION

Are the children....?	1	2	3	4	5
Following the structure of the lesson			/		
Focusing on the teacher				/	
Understanding the teacher's movement and communication				/	
Communicating with peers in their group				/	

Answering questions directed			/		
Developing their progress			/		
Developing knowledge and understanding				/	

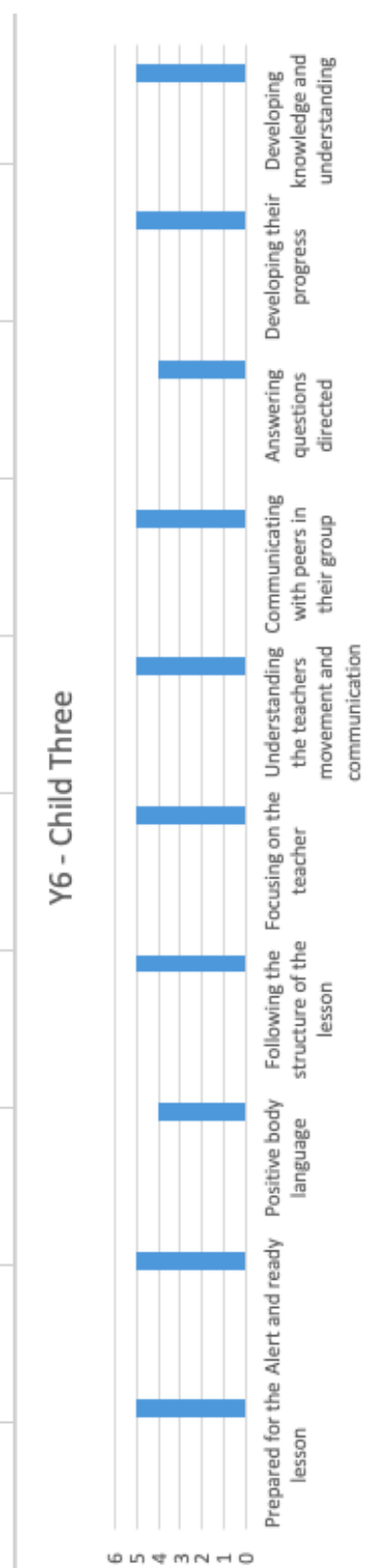
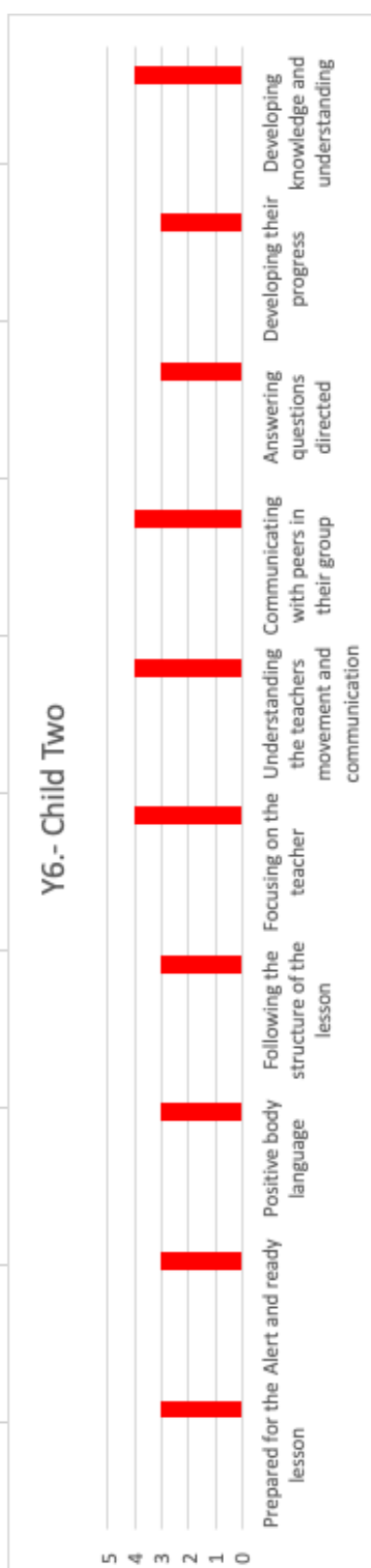
Child Three MAT

Are the children....?	1	2	3	4	5
Prepared for the lesson: equipment / book					/
Alert and ready					/
Positive body language				/	

MAIN BODY OF THE SESSION

Are the children....?	1	2	3	4	5
Following the structure of the lesson					/
Focusing on the teacher					/
Understanding the teacher's movement and communication					/
Communicating with peers in their group					/
Answering questions directed				/	
Developing their progress					/
Developing knowledge and understanding					/

Appendix Five – Figures of Engagement (Year Six)



Appendix Six – Observation Schedule (Year Three, A)

How can engagement be assessed through Assessment for Learning in Key Stage Two?

Scales based on Leuven Scale Engagement

Observation Schedule

Name of teacher: Miss. L J [REDACTED]

Date of session observed: 04/02/2020

Details of session observed: Labelling organs of the human body

Name of observer: M. Harris and N. G [REDACTED]

Agreed aims and objectives of session: To label the organs of a human body

Children in focus: [REDACTED] (HA), [REDACTED] (MAT) and [REDACTED] (MA).

Child One HA

INTRODUCTION OF THE SESSION

Are the children....?	1	2	3	4	5
Prepared for the lesson: equipment / book			/		
Alert and ready				/	
Positive body language		/			

MAIN BODY OF THE SESSION

Are the children....?	1	2	3	4	5
Following the structure of the lesson			/		
Focusing on the teacher				/	
Understanding the teacher's movement and communication				/	
Communicating with peers in their group				/	
Answering questions directed			/		
Developing their progress			/		
Developing knowledge and understanding				/	

Child Two MAT

INTRODUCTION OF THE SESSION

Are the children....?	1	2	3	4	5
Prepared for the lesson: equipment / book			/		
Alert and ready			/		
Positive body language			/		

MAIN BODY OF THE SESSION

Are the children....?	1	2	3	4	5
Following the structure of the lesson				/	
Focusing on the teacher			/		
Understanding the teachers movement and communication				/	
Communicating with peers in their group				/	
Answering questions directed					/
Developing their progress				/	
Developing knowledge and understanding				/	

Child Three HA

INTRODUCTION OF THE SESSION

Are the children....?	1	2	3	4	5
Prepared for the lesson: equipment / book			/		
Alert and ready			/		
Positive body language			/		

MAIN BODY OF THE SESSION

Are the children....?	1	2	3	4	5
Following the structure of the lesson			/		
Focusing on the teacher				/	
Understanding the teachers movement and communication				/	
Communicating with peers in their group				/	
Answering questions directed				/	
Developing their progress			/		
Developing knowledge and understanding			/		

Appendix Seven – Figures of Engagement (Year Three, A)



Appendix Eight – Observation Schedule (Year Three, B)

How can engagement be assessed through Assessment for Learning in Key Stage Two?

Scales based on Leuven Scale Engagement

Observation Schedule

Name of teacher: Mrs N. G [REDACTED]

Date of session observed: 03/02/2020

Details of session observed: Literacy Comprehension

Name of observer: L. J [REDACTED] and M. Harris

Agreed aims and objectives of session: To find and locate information on a topic based comprehension

Children in focus: [REDACTED] (MA), [REDACTED] (MA) and [REDACTED] (LA).

Child One MA

INTRODUCTION OF THE SESSION

Are the children....?	1	2	3	4	5
Prepared for the lesson: equipment / book				/	
Alert and ready				/	
Positive body language				/	

MAIN BODY OF THE SESSION

Are the children....?	1	2	3	4	5
Following the structure of the lesson			/		
Focusing on the teacher				/	
Understanding the teachers movement and communication				/	
Communicating with peers in their group				/	
Answering questions directed					/
Developing their progress				/	
Developing knowledge and understanding			/		

Child Two MA

INTRODUCTION OF THE SESSION

Are the children....?	1	2	3	4	5
Prepared for the lesson: equipment / book			/		
Alert and ready				/	
Positive body language				/	

MAIN BODY OF THE SESSION

Are the children....?	1	2	3	4	5
Following the structure of the lesson			/		
Focusing on the teacher			/		
Understanding the teachers movement and communication			/		
Communicating with peers in their group			/		
Answering questions directed			/		
Developing their progress			/		
Developing knowledge and understanding			/		

Child Three LA

INTRODUCTION OF THE SESSION

Are the children....?	1	2	3	4	5
Prepared for the lesson: equipment / book			/		
Alert and ready				/	
Positive body language		/			

MAIN BODY OF THE SESSION

Are the children....?	1	2	3	4	5
Following the structure of the lesson			/		
Focusing on the teacher				/	
Understanding the teachers movement and communication				/	
Communicating with peers in their group					/
Answering questions directed					/
Developing their progress				/	
Developing knowledge and understanding				/	

Appendix Nine – Figures of Engagement (Year Three, B)



Appendix Ten – Interview Questions and Answers Summary (Year Six)

INTERVIEW QUESTIONS – Year 6

- 1) How did you feel about the structure of the lesson?
 - Enjoyed the structure of the lesson – clear understanding with the opening questions on the PowerPoint – session explained clearly and task was well structured
- 2) How did you feel about Assessment for Learning strategy used within the session?
 - Lollipop sticks make all three children feel nervous and picked on however MAT child said that they feel it's the fairest way to pick children, no bias choosing.
 - Peer assessing is difficult for them, do not like marking their friends work, would feel more confident with a teachers comment
- 3) What did you like most about the lesson?
 - Liked using ChromeBooks to research information and discussing that with their peers on the table
- 4) What is your favourite Assessment for Learning strategy?
 - LA child – Talk partners, sharing ideas with their peers
 - MA child – Thumb indicators, easily used within learning
 - MAT child – using self assessment to reflect on own work, reflect on own mistakes
- 5) Do you find it useful when your work is peer marked using One Star and a Wish, where you can give and receive feedback?
 - The one star and a wish is useful because it allows 'us' to understand the marking codes and the way the teachers mark 'our' work
- 6) What form of feedback has been used with you before and thought worked well?
 - All children enjoy recapping at the beginning of the session using their talk partners, it allows them to challenge themselves and reflect on what was already learnt
- 7) Does praise within the lesson encourage you ? why?
 - Praise within the session allows the children to build in confidence and are motivated to get an answer correct
- 8) In terms of monitoring progress, do you feel like the session allowed you to build on prior knowledge and evidence next steps for academic development?
 - The children stated the lesson allowed them to recap on what they had already learnt in their context so far, and implement that into the session. Next steps have been evidenced in preparation for the next session

Children suggested that they would like to try a quiz at the end of a session as a plenary in order to test their understanding. With this, the children suggested peer marking and reflecting on others work to encourage a 'fun' style of Assessment for Learning within the classroom.

Appendix Eleven – Interview Questions and Answers Summary (Year Three, A)

Interview Questions – Year 3 Class A

- 1) How did you feel about the structure of the lesson? Felt it was good, (HA) - Would have liked to have done a different task to the pairing as it has been done before. (MA, HA)- Both appeared eager to please during the interview and agreed the lesson went well and they enjoyed it.
- 2) How did you feel about Assessment for Learning strategy used within the session? (HA- MA) -Like the lolly pop sticks, don't feel nervous, They don't feel worried if they get an answer wrong. Just feel they can understand better for next time. (HA) - prefers lolly pop sticks as when people are picked at random by the teacher she feels she is always asked and this can sometimes frustrate her, as its always her everyone turns to for support however said it can also make her feel proud.
- 3) What did you like most about the lesson? They all liked the quiz at the end of the lesson. Enjoy turning their learning into a competition with each other. They enjoy questioning to help them recap their learning.
- 4) What is your favourite Assessment for Learning strategy?
- 5) Do you find it useful when your work is peer marked using One Star and a Wish, where you can give and receive feedback? All children liked their work being marked by a teacher. Felt the feedback was better. (HA) child more opposed to peer marking as the feedback was not as informative and the praise is never as good as the teacher. All said sometimes hard to understand what their friends have written.
- 6) What form of feedback has been used with you before and thought worked well?
- 7) Does praise within the lesson encourage you ? Why? All agreed praise worked very well for them. They like to please the teacher. They felt it made them want to work harder and produce extra work. It always make them want to work harder
- 8) In terms of monitoring progress, do you feel like the session allowed you to build on prior knowledge and evidence next steps for academic development?

Appendix Twelve – Interview Questions and Answers Summary (Year Three B)

1. How did you feel about the structure of the lesson? Enjoyed the lesson, like the challenge of a comprehension and enjoy doing any work linked to topic.
2. How did you feel about Assessment for Learning strategy used within the session?

TTYP - E- likes talk to your partner so that they can hear other people's opinions. M- likes TTYP to hear other people's answers and maybe build on them. N- Loves TTYP to discuss their answers with other people as it is helpful hearing the different ways of answering. All said that partners help if you don't know the answer.

Self-assessment – M- like self-assessment as you can see exactly where you went wrong so you know what you need to do next time. E – self-assessment shows you what you got right or wrong so it helps you to learn better. Doesn't like peer-assessment as you can't always spot the mistakes when it is marked by someone else and you can't always read their writing to understand your feedback. N – likes to self-assess their work so that they can make targets for next time.

Self-assessment is their favourite AfL strategy.

Feedback – makes them feel happy and proud. WWW and EBI let them know what they are good at already and things that they can improve on next time. By giving a WWW they feel better knowing that they're good at something.

Lollypop sticks – M - makes choosing people to answer fair. Makes the children think more as they can't opt out and could be picked at any time – got to have an answer ready incase it's them. N – sometimes worries incase they don't know the answer but knows that it will be ok even if they don't. E – not nervous about the use of lollypop sticks – nothing bad will happen if you don't know the answer. Lollypop sticks are coloured, and children know their colours so have an idea if it might be them when they are picked out.

3. What did you like most about the lesson? Evaluating the lesson at the end using the learning zone sheets. E – likes the learning zone sheets as it doesn't matter which zone you choose, it's individual for each person depending on how you felt the work went. M – no right or wrong answer, feel more confident that the work will be aimed at the correct level next time. N- you get to make your own choices of how the work went. I felt I was in the comfort zone so would like to challenge myself next time.
4. What is your favourite Assessment for Learning strategy? All three case study children chose self-assessment as their favourite AfL strategy.
5. Do you find it useful when your work is peer marked using One Star and a Wish, where you can give and receive feedback? The children don't use one star and a wish but use WWW and EBI instead. All children said that they don't like peer-assessment as sometimes peers write nasty comments or unhelpful comments such as 'make your handwriting better'.
6. What form of feedback has been used with you before and thought worked well? Self-assessment as we know exactly what we need to do to improve and what we are already doing well.
7. Does praise within the lesson encourage you? Why? All children like praise during the lesson and overall feedback. Makes them feel successful and they also like the teacher to give them a challenge for their next task. Receiving positive feedback from the teacher makes them want to work harder to make them proud.

Appendix Thirteen – Reflective Cycle Year Six

Reflective Template – Megan Harris

	Self	Peer
Description – What happened?	Throughout the session, the children were endorsed in a introduction – main body – plenary session about the Blitz. The children were encouraged and motivated throughout the session, meeting the learning objectives successfully.	L - The children carried out a lesson on the Blitz. There were positive discussions throughout the lesson encouraged by questioning techniques. The learning objective was achieved by all. N – there was a clear structure to this lesson and all children knew exactly what they needed to do successfully meet the LO.
Feelings – What were you thinking and feeling?	Throughout the session, I believed that the children were struggling with the level of the challenge set, however, Vygotsky's MKO allowed the children to complete the activity confidently.	L -The children were more engaged when provided with a task- talking partners- positive conversations between all learners. Some children got distracted throughout the main task however the teacher positively addressed this by having regular recaps and using learners examples to help others. N – most of the children were fully engaged on this task and were evidently enjoying working with their talking partners. There was a child struggling with the task so the teacher made it easier by providing an alternative way of completing the task. Mini pitstops were used throughout to assess understanding.
Evaluation – What was good and bad about the experience?	The strategies used within the Assessment for Learning evidenced as successful, with children being able to answer the questions when asked.	L - It was positive to see the learners engaging in positive discussions about the task and reaching the leaning objective.

	Through this, the children were also able to support their views on Assessment for Learning in the interviews.	Going through the answers at the end of the lesson as a class was a positive experience. Some children made little mistakes but there was no feeling of failure amongst their peers. All encouraged each other. I feel it helped build confidence in the children. N – there were a number of AfL strategies used within this lesson that had a positive effect on the learning. The teacher went through the answers with the class as a whole and although some children had made some mistakes, this was quickly rectified in a sensitive way and all children were happy with this.
Analysis – What sense can you make of the situation?	Through the situation, it has been evidenced that Assessment for Learning within the classroom provides a negative strain on the children, making them feel uncomfortable and worried about being picked.	L - Observing assessment for learning within the lesson gave a different picture to that during the interview. During the lesson children appeared confident and engaged however during the interview the idea of pressure and fear of failing was apparent. The children clearly felt more confident to express their views in a small group of people. N – although the children appeared comfortable when being asked questions and discussing the topic with their peers, the interview provided a different insight into the children's opinions of AfL as they explained that they sometimes feel under pressure and uncomfortable when being questioned directly.

Conclusion – What else could you have done?	I could have enabled the children to work within the session as partners to share the workload, making clearer links to theory such as Vygotsky's MKO.	L - During the interview the children suggested a quiz to end the lesson. This could have been used to assess learning at the end without the pressure children may feel from direct questioning. N – although the children were discussing the task with their partners, they were researching independently so maybe next time they could work with their learning partners from the beginning.
Action plan – If it arose again, what would you do?	If it arose again, I would use Assessment for Learning strategies, along with pupil voice, in order to check children's understanding in a way which they are confident becoming endorsed in.	L -If this lesson was carried out again, assessment for learning strategies clearly work with engaging children, however it would be beneficial to focus on strategies that encourage confidence amongst all learners. N – There was a clear link between AfL strategies and engagement, however, as the children who were interviewed said that they weren't always confident to answer the questions when using the lollypop sticks, the children suggested using a quiz at the end of the lesson to assess learning instead.

Appendix Fourteen – Reflective Cycle Year Three (A)

Reflective Template – L■■■■ J■■■■

Make sufficient links to literature in order to support **scholarship** and use interviews with pupils for **students**.

	Self	Peer
Description – What happened?	Children were engaged in a lesson researching body organs. Children had the opportunity to participate in different assessment for learning strategies including – talking partners to discuss prior knowledge, questioning and feedback.	Megan- Children were engaged from the beginning of the session. Children were encourage to work within the set differentiation and were all aware of the Assessment for Learning strategies utilised. N■■■■- All children were engaged in the session from the beginning and it was clear that the children had already learnt a lot about this topic and had evidently engaged in these AfL techniques before.
Feelings – What were you thinking and feeling?	The lesson was differentiated appropriately. I don't feel all children had the opportunity to take a next step challenge due to time limit in the lesson. However, all children accomplished the learning objective through independent and collaborative work.	Megan- All children were able to complete the task successfully and met the learning objective. Support was provided throughout emphasising a positive learning environment. Children could have had next step challenges set to them, increasing their knowledge and understanding. N■■■■ – the task was appropriately differentiated and all children were clear on exactly what they needed to do. All children successfully met the learning objective and the children who finished in time had next step challenges set to further their knowledge.

Evaluation – What was good and bad about the experience?	Assessment for learning strategies proved to be successful within the lesson for monitoring engagement. All children responded positively in the interview when discussing AFL used within the lesson.	Megan- Effective practice was demonstrated throughout the use of Assessment for Learning strategies. Children were familiar with strategies utilised, responding effectively. LA children sometimes off task, however attention was regained almost immediately once identified. N – All children responded well to the AfL strategies used in this lesson. Some of the LA children sometimes appeared to be off task but this was quickly resolved by the teacher and TA supporting the children in need.
Analysis – What sense can you make of the situation?	It was evident in the lesson that questioning is a positive AFL strategy within teaching. Changing the way questioning is approached increases engagement, A quiz at the end of the lesson, increase the levels of engagement for all learners.	Megan – As stated, questioning was the most successful AfL strategy during the session. In order to promote a development in knowledge and understanding, underpinning the focus of AfL within the class, introduce the use of higher order questioning. N – the children really enjoyed the quiz at the end of the lesson which really helped them to recap what they had learnt. The different questioning techniques proved successful and kept the children engaged.
Conclusion – What else could you have done?	Children did work together but I feel could have encouraged this more. During the interview, the one child also made a comment of making tasks	Megan – As stated, recycling tasks are often useful in order for children to become familiar with the process and reasoning behind the answers. However, if the session was conducted again, a use of

	different so that they aren't doing the same every time.	higher order questioning could be introduced in order to further challenge children. N – It is important to do a range of tasks on the same topic in order for the children to widen their knowledge. However, as the children suggested that they would like to do a different task, you may want to adapt it to make it more challenging to keep them engaged.
Action plan – If it arose again, what would you do?	If I was to do the lesson again I would continue to use all assessment strategies used but also evidence children's work (voluntary approach) for others to assess against,	Magan- A use of peer and self-assessment would be beneficial in a further session, in order for children to identify the strengths and weakness of others work. N – Next time I would continue to develop the same AfL strategies but also introduce self or peer-assessment so that the children can identify WWW and EBI in their own work and the work of their peers.

Appendix Fifteen – Reflective Cycle Year Three (B)

Reflective Template – N■■■■ G■■■■

Make sufficient links to literature in order to support **scholarship** and use interviews with pupils for **students**.

	Self	Peer
Description – What happened?	At the start of the session, the children were instantly faced with questions on comprehension to recall their prior learning using high quality questioning inspired by Bloom's Taxonomy. The children were engaged when reading the story as I used the lollypop sticks to select people to read, therefore everyone needed to be prepared. The children were motivated by the task as they chose their own level of challenge. All children successfully met the learning objective and engaged with a range of AfL strategies.	Megan: Throughout the session, the children were aware of thinking structures in order to meet the learning objective. With this, the children were engrossed in extending their learning, along with becoming familiar with the use of high-quality questioning. All children during the study were aware of the Assessment for Learning strategies utilised, enabling the observations to be completed with clarity. L■■■■ – The children were engaged from the outset of the lesson. Lolly pop sticks was used as a technique to choose people to read, this meant each child had to follow along. Children were given the chance to choose their own task, giving them the independence to choose work suited to their ability.
Feelings – What were you thinking and feeling?	I felt that most of the children were in the comfort zone when completing the tasks, however some were struggling with some of the questions but with the support of their peers working as an MKO they were able to successfully complete the task.	Megan: As previously stated, a minority of children met difficulty when completing the task. Theoretical perspectives supported the children's collaborative working within the lesson, meeting the learning objective successfully. L■■■■ – The majority of the children completed the task with ease. However some difficulties arose with some but this wasn't reflected on their self assessment at the end. Instead opting to

		replica what their friends had done.
Evaluation – What was good and bad about the experience?	The AfL strategies used proved to be successful. All children engaged in the lesson and answered the questions asked of them. The children self-assessed their work and used growth mindset learning zone templates to assess how they felt during the task. The children that were interviewed had positive views of the AfL strategies. As some of the children found they weren't in the learning/ challenge zone, I feel that the task could have been more challenging for the more able learners.	Megan: During the experience, it was beneficially rewarded to evidence a growth mindset perspective within practice. The children seemed confident when using this in line with the Assessment for Learning strategies. Children who are recognised as higher attaining pupils could have been challenged to their full potential, implementing a series of differentiated challenges and expectations. L [REDACTED] – AfL strategies used throughout the lesson were successful in keeping children engaged throughout the lesson. The self assessment at the end allowed the teacher to acknowledge where their understanding was and if future challenges could be considered.
Analysis – What sense can you make of the situation?	Throughout the research process in my lesson, it was clear that the children like the implementation of AfL strategies and feel that they help them to progress.	Megan: Throughout the lesson, it was evidenced with clarity that the children were aware of the Assessment for Learning strategies utilised. This ensured all children were engaged and taking part within the lesson. L [REDACTED] – AFL strategies used throughout the lesson were evidently beneficial to learning and allowed the teacher to better understand where to take the lesson next.
Conclusion – What else could you have done?	I could have made the questions for the more able children more challenging or provided a further challenge for when they had finished but this may have proven difficult due to timings of the lesson.	Megan: Children could have been challenged further, which would have encouraged a growing sense of engagement to the pupils. Through this, the children could evidence collaborative working further

		in the classroom, supporting each other. L ■■■ – As observed some children found the questions easy, therefore a next challenge could have been implemented, such as children creating a question for their peers.
Action plan – If it arose again, what would you do?	If I was to do this lesson again, I would use the same strategies as they were evidently successful. However, I would provide more challenge for the children who felt that they were in the comfort zone.	Megan: As previously stated, implementing a series of challenges for some pupils would have been beneficial in extending the children's learning and engagement. L ■■■ – If this lesson was done again, it would be beneficial to look at ways further challenges could be implemented in to the lesson.

Appendix Sixteen – Parental Consent Forms Year Six Case Study

Parental Consent Form

Project title: How can engagement be assessed through Assessment for Learning in Key Stage Two?

Name of researcher: Megan Harris

Please initial box

1. I confirm that I have read and understand the information sheet dated 28.01.2020 for the above study ☒
2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason ☒
3. I understand that my child can choose to withdraw at any time, without giving a reason ☒
4. I understand that the information given by my child will be used in a university assignment ☒
5. I understand that my child's name will not appear at any time ☒
6. I agree for my child to take part in the above study ☒

[Redacted Signature]

Date 31.01.20

When completed, please return in the envelope provided to Miss Harris or Mr Jones by the 3rd February 2020 please.
Thank you.

Parental Consent Form

Project title: How can engagement be assessed through Assessment for Learning in Key Stage Two?

Name of researcher: Megan Harris

Please initial box

1. I confirm that I have read and understand the information sheet dated 28.01.2020 for the above study ☒
2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason ☒
3. I understand that my child can choose to withdraw at any time, without giving a reason ☒
4. I understand that the information given by my child will be used in a university assignment ☒
5. I understand that my child's name will not appear at any time ☒
6. I agree for my child to take part in the above study ☒

Child's name [Redacted]

Date 28.1.20

When completed, please return in the envelope provided to Miss Harris or Mr Jones by the 3rd February 2020 please.
Thank you.

Parental Consent Form

Project title: How can engagement be assessed through Assessment for Learning in Key Stage Two?

Name of researcher: Megan Harris

Please initial box

1. I confirm that I have read and understand the information sheet dated 28.01.2020 for the above study ☒
2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason ☒
3. I understand that my child can choose to withdraw at any time, without giving a reason ☒
4. I understand that the information given by my child will be used in a university assignment ☒
5. I understand that my child's name will not appear at any time ☒
6. I agree for my child to take part in the above study ☒

[Redacted Signature]

Date 29.01.20

When completed, please return in the envelope provided to Miss Harris or Mr Jones by the 3rd February 2020 please.
Thank you.