

Appendices

Appendix 1

email to friends
breaking habits

* 10 min silent reading to start

Observation Reflection: Gibbs 1988 Reflective Process

<u>Date</u> 31/01/20	<u>Student Teacher Name</u> Georgia Theodoulou	<u>School</u> Coedrae
<u>Year Group</u> 8	<u>Pupil Name</u> A, B, C	<u>Set/Band</u> 1

extension task

1. Describe what happened (The event).

C - stopped before time was up - (starter).
~~MA~~ A/B - Writing until v. end.
 * other pupils asking what to do next -
 good use of starter extension
 A/B - happy to share - hand up
 B - distracted quite a lot
 C - stopped working once they'd done
 main activity - no interest in
 doing extra work

2. Describe your feelings and emotional responses to the event.

* Starter extension was definitely needed.
 • pupils (A) did have a sense of
 pride/accomplishment when having
 completed the main task and
 extension.
 - Nice to see/hear pupils asking for
 more work.
 * B - completed main. * C - min.
 * A - finished both.

3. Consider what was good and bad about your response.

* unfamiliar with pupils - could
 have behaved differently with me
 in the room - Hawthorne effect.
 • purely observation - completing a
 task and moving on to the extension
 doesn't necessarily show understanding

* Extension task - punctuation pyramid
 - will improve writing
 AoLEs
 + highlight key terms

Appendix 2

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

L - Scaffolding
HIM - Stretching
* A - silently working throughout -
not distracted by others
C - sat on their own but still distracted
by others - disengaged from extension

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

Specific	General
* The extension task aided pupils' main task - helpful.	* extension tasks were needed for 3/4 pupils.

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

* Have an interview with the class beforehand and then ask questions after the lesson too.
* Observe a few lessons before to obtain a more general view of pupils' learning behaviour and work ethic.

Observation Reflection: Gibbs 1988 Reflective Process

<u>Date</u> 30/1/2020	<u>Student Teacher Name</u> Jessica Jones	<u>School</u> Gyfun Emlyn
<u>Year Group</u> 8	<u>Pupil Name</u> A, B, C	<u>Set/Band</u> 2

extension tasks

1. Describe what happened (The event).

All students were given a ~~short~~ "challenge activities".

- Pupil A started working before the explanation was finished.
- Pupil C spent a lot of time looking back through his book.
- Pupils A, B & C offered verbal responses
- Pupils A & B completed first challenge - A - incorrect answer
- Pupil A kept looking at me
- Pupil B finished tasks first
- Pupil A finished last

2. Describe your feelings and emotional responses to the event.

Extension tasks were definitely needed - some students started it with half an hour of the lesson left

Does the extension task link to or improve the main task piece of writing?

Students were very aware of my presence.

3. Consider what was good and bad about your response.

I didn't know the ability/normal behaviour/normal working speed of the class.

I didn't expect all students to finish - preconception

Hawthorne effect?

Appendix 4

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

- Hawthorne Effect?
- Congruity Theory?
- Modelled & scaffolded examples
- Recapping prior knowledge helped with the main task.

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

<u>Specific</u>	<u>General</u>
→ Range of abilities within this one class.	→ Extension tasks are definitely needed

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

observe a few lessons of the class beforehand to get to know their usual behaviour/ability
Compare work without an extension ~~task~~

Focus Group Interview Questions

How Can We Develop Pupils' Views on The Effectiveness of English Extension Tasks for Those of a Higher Ability?

Date of Interview: 31/1/2020

Thank all participants for their contributions and remind them that they can leave the interview without explanation if and when they so choose. Mention that this will help to improve lessons and extension tasks in future lessons.

Question 1: How do you feel about your overall progress in this subject?

Interviewee	Answer
Child A	Definitely making progress
Child B	Okay level of progress
Child C	"

Question 2: What would you consider your strengths and weaknesses to be in English?

Interviewee	Answer
Child A	S- informative writing W- creative writing
Child B	S- creative writing W- persuasive writing
Child C	S- creative writing W- using paragraphs

Appendix 6

Question 3: Do you enjoy the extension tasks that are made available to you in the lesson?

Interviewee	Answer
Child A	They're good to do - an extra bit of work. Keep engagement and behaviour on track.
Child B	"
Child C	"

Question 4: Do you feel that the extension tasks are challenging?

Interviewee	Answer
Child A	Each topic is new, so they push you all the time and you get more practice.
Child B	"
Child C	"

Question 5: Do you feel that the extension tasks help to improve your understanding of the work completed in the lesson?

Interviewee	Answer
Child A	Half and half - it depends on the task
Child B	Sometimes they can be repetitive
Child C	Yes definitely

Appendix 7

Question 6: How do you think extension tasks can be improved? Are there any tasks that you can think of that would be more engaging?

Interviewee	Answer
Child A	Thesaurus Challenge doesn't work - boring & students don't do it properly
Child B	Prefer tasks that extend and develop writing
Child C	No opinion

Question 7: Are there any occasions that you can remember that you found the extension tasks particularly enjoyable?

Interviewee	Answer
Child A	Harry Potter language - spells activity
Child B	.. & hangman
Child C	..

Question 8: Do you think that having an extension task puts any pupils at a disadvantage?

Interviewee	Answer
Child A	Makes them rush & then their answers aren't as good
Child B	No comment
Child C	It makes them worry

Appendix 8

Focus Group Interview Questions

How Can We Develop Pupils' Written Responses to an End of Main Activity Extension Task in a High Ability Group?"

Date of Interview:

Thank all participants for their contributions and remind them that they can leave the interview without explanation if and when they so choose. Mention that this will help to improve lessons and extension tasks in future lessons.

Question 1: How do you feel about your overall progress in this subject?

Interviewee	Answer
Child A M	alright = recapping / extra work write helpful
Child B E	good - doing extra work is helpful
Child C W	good - recap work = sometimes helpful

Question 2: What would you consider your strengths and weaknesses to be in English?

Interviewee	Answer
Child A	✓ creative X don't like giving extra work
Child B	✓ creative X punctuation
Child C	✓ cooperating - taking part in class X isn't good at Capital letters

Appendix 9

Question 3: Do you enjoy the extension tasks that are made available to you in the lesson?

Interviewee	Answer
Child A M	X No = extra work = unfair
Child B E	✓ like ext = better understanding
Child C W	✓ = gives you something to do

Question 4: Do you feel that the extension tasks are challenging?

Interviewee	Answer
Child A	+
Child B	+
Child C	+

Question 5: Do you feel that the extension tasks help to improve your understanding of the work completed in the lesson?

Interviewee	Answer
Child A	
Child B	✓ yes, but unfair doing more work
Child C	✓ yes, help me understand sometimes. Depends on your task.

Appendix 10

Question 6: How do you think extension tasks can be improved? Are there any tasks that can think of that would be more engaging?

Interviewee	Answer
Child A	M Do things differently - too similar.
Child B	E Enjoy them
Child C	W Stretch brain more - some are just more boring work

Question 7: Are there any occasions that you can remember that you found the extension tasks particularly enjoyable?

Interviewee	Answer
Child A	No - just more work - there to keep you busy.
Child B	No good - something extra to do.
Child C	No -

Question 8: Do you think that having an extension task puts any pupils at a disadvantage?

Interviewee	Answer
Child A	If extension work is too hard = no disadvantage
Child B	E - unfair on some pupils - makes the feel bad
Child C	W - only tasks that help work being done

Appendix 11- Parent/Carer Letter & Consent Form

January 2020

Dear Parent / Carer,

I am currently a student teacher at X School and am studying for a Post Graduate Certificate in Education qualification at the University of Wales Trinity Saint David.

As part of my course I am required to include an aspect of my teaching in a university-based research task. With your permission, I would like to use some of the information I gain from teaching your son/daughter for my assignment. The activities I undertake with your child, and their class for my research, will form part of their usual teaching and learning, and I will not be changing how or what they learn, just observing and recording the outcomes.

In brief, I will be looking at pupils' responses to extension tasks and noting the impact of the tasks. I then hope to improve the responses given by pupils through a range of activities in class.

The research is supported by school and will be carried out by myself and a colleague from another local school. Information will be gathered on a series of observation and reflection sheets used during your child's lesson. These will be stored securely. I can assure you that all names will be kept strictly confidential, and will only be known by myself, and my research partner.

Your child's participation in this study is completely voluntary. Your child can withdraw from the study at any stage. Your child will also be asked to give their consent before starting the study.

My study will be stored on a password protected OneDrive account, and the research and observation sheets will be destroyed once the assessment has been marked. I would be happy to provide you with a copy of my observation findings at your request.

I would like to take this opportunity to thank you in advance for your support with this task, which is fully supported by X school.

If you have any questions, please do not hesitate to contact myself, or Mrs X, Deputy Headteacher, here at the school.

Yours sincerely,

Georgia Theodoulou

[Student teacher for English]

CONSENT FORM (PARENTS)

Name of Student Teacher: Miss G. Theodoulou

Please initial box

1. ☐ I understand that the information given by my child will be used in a university assignment.

2. ☐ I understand that my child's name will not appear at any time.

3. ☐ I agree for my child to take part in the above study.

4. ☐ I confirm that I have read and understand the information sheet dated January 2020 for the study.

5. ☐ 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.

6. ☐ I understand that my child can choose to withdraw at any time, without giving a reason.

Child's name

Parent/Carer signature

Date

When completed, please return in the envelope provided to Miss G. Theodoulou (student teacher)

Thank you.

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Georgia Theodoulou	Class:	8E
AoLE or Subject	English	Date:	31/1/20
Lesson Focus:	Form, audience and purpose		
Meaningful links to Curriculum			
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review)			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will: To consider the form, audience and purpose of their writing

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)
- All pupils will be able to - Most pupils will be able to complete their first draft response and begin to make some detailed improvements - Some pupils will be able to complete their first draft response and begin to make more profound improvements	Completed pages 36-38

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)	• Starter activity-recapping prior knowledge	• Individual reading time (<i>10 minutes</i>) • Using the mini whiteboards, students will have 3 minutes to write reasons why teenagers should spend less time playing video games (5 minutes) • <i>Extension-think of some ways that we could reduce the amount of time they spend playing video games</i>	Mini whiteboards Reading books PowerPoint
Teaching & Core Learning	• Develop their ability to detract key information from text • Informal writing • Self-assessment	• Students will read the habit flow chart on page 36 and highlight key	Booklets

		information in pairs (10 minutes) • Students will then discuss the form, audience and purpose of the email writing task on page 37 (5 minutes) • Students will then draft their email response on page 37 (20 minutes) • <i>If students finish, they will have to highlight any words or phrases that would identify the form, audience or purpose of the writing, and being shown a punctuation pyramid, add in some additional punctuation.</i>	
--	--	--	--

Plenary	• Solidifying knowledge of form/audience/purpose in preparation for the next task	• In groups of four, students will be given a scenario from page 38 and will have to decide the form, audience and purpose	Mini whiteboards
----------------	---	--	------------------