

Appendix 1 Ethics Form

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity.
Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	Jenna Eve Thomas				
Tick all boxes which apply:					
Member of staff:	☐	Student:	☒	Honorary research fellow:	☐
Faculty/School/Centre:	Yr Athrofa				
Campus:	SA1				
E-mail address:	1500262@student.uwtsd.ac.uk				
Contact Telephone Number:	07496258932				
For students:					
Student Number:	1500262	Undergraduate	☐		
Programme of Study:	PGCE Primary	Taught Postgraduate	☒		
Director of Studies/Supervisor:	Catherine Morgan	Research	☐		

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☐	NO	☐
				Date

If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐	
	Faculty Research Committee	☐	
	Other (write in) Catherine Morgan	☒	18-01-2019

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
British Educational Research Association (BERA, 2018) – Ethical Guidelines for Educational Research	☒
Education Workforce Council Ethics Materials	☒
UWTSD Research Ethics & Integrity Code of Practice	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	How can we improve the level of independence in learning through the use of mixed attainment grouping?		
Proposed start date:	February 2019	Proposed end date:	March 2019
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
The purpose of the research is to work collaboratively with a research partner to conduct a small-scale study focusing on mixed attainment grouping within education.			

This research aims to investigate how levels of independence in learning can be improved through the use of mixed attainment grouping within the classroom. The research question was decided as I identified this area to be an interest of mine during my experience on PTE. During a lesson observation, it was suggested that it may be more beneficial to organise the children in mixed attainment grouping rather than grouping the children by ability, which interested me and led to my influence to investigate this with a class of a lower age. The research is important because the Plowden Report identified that mixed-attainment teaching and grouping would provide pupils with equal access to a common curriculum and would promote the matching of individual learning to suit the needs of the individual (Department of Education and Science [DES], 1978). For decades, it has been recognised that one of the greatest problems in teaching arises from the diversity of pupils' attainments within a class. As a result of this, recent government initiatives have emphasised the value of a whole-class approach to teaching and learning in the primary school (Whitburn, 2010). A review by Slavin (1990) found that in mixed ability teaching, pupils are treated more equal and there is less chance of discrimination between pupils. This research will provide evidence for or against mixed attainment grouping, and whether this organisation influences and supports independent learning in the classroom.

Proposed methods

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

This study uses a Lesson study approach. Lesson study is a professional development in which teachers collaborate to develop a lesson plan, teach and observe the lesson in order to collect data on student learning, and use this observation to refine their lesson. Peter Dudley introduced the development of lesson study to the UK in 2001. It is a process that teachers engage in to learn more about effective practices that result in improved learning outcomes for students (Stepanek *et al.*, 2007).

The research tools being used during the study are: observation of learner participants in the lesson, teacher reflective notes and semi-structured focus group interviews. Throughout educational practice, observations have been considered essential in good practice. It is through observations that you get to know the child and use that knowledge to improve future practice (Barber and Paul-Smith, 2010). Therefore, observations will be used in this research. In order to conduct the observation, myself and my research partner have adapted the Leuven Scale to suit our research. We have adapted the scale to mark the children on different aspects of a lesson to identify the level of independence in the lesson. During the observation, each child will be given a mark on the level of independence shown during the lesson, the level of engagement shown during the lesson and the level of understanding shown during the lesson. These marks will then be analysed by myself and my research partner to conclude how the level of independence can be improved in education. As an aspiring primary school teacher, it is essential to identify how to observe effectively within a setting, to aspire to improve practice and therefore, bring better outcomes for children. The distinctive feature of observation as a research tool is that it offers the investigator the opportunity to gather 'live' data from situations occurring in natural environments (Cohen *et al.*, 2011). In this way, the researcher can look directly at what is taking place at that time, rather than relying on second-hand accounts.

Focus group interviews are a form of qualitative research, which has been extensively applied in academic areas over the past two decades. Research has pointed out that focus group interviews are one of the most common methods for collecting qualitative data in academic research (Morgan, 1999; Krueger & Casey, 2000; Bloor *et al.*, 2001). Krueger & Casey (2000) pointed out that focus group interviews are intended to make a group of people feel more comfortable in the interview environment, and therefore, may provide more valid data. To collect relevant data, a semi-structured focus group interview will take place, where a selection of questions will be asked to 3 children to gain their opinions on certain aspects of the lesson. During the interviews, a range of scripted questions will be asked, but some of the questions asked will be stimulated by the participant's response. By conducting face to face interviews with a group, it will be effective to observe the children as they answer.

Reflective practice is an active process of thinking that seeks to address practical problems. It requires intellectual curiosity in challenging assumption, such as children sitting quietly are necessarily listening to the teacher. Reflective practice takes various forms. Reflective practice is more than just thinking about lessons. It focuses on increasing self-awareness and improvements in the quality of teaching and learning (Grigg and Lewis). One of the most important aspects of reflective practice is to consider alternative interpretations of events. Brookfield (1995) suggests that, to become critically reflective, teachers should examine their practice through four lenses. This model of reflection reflects from the views of yourself, the views of a peer, the views of the learner and the views of relevant literature. I have identified this model of reflection to be the most effective for my research as I am investigating the views of students as well as the views of relevant literature, peers and myself.

Location of research activity

Identify all locations where research activity will take place.

The research will take place in two primary school settings in the county of Neath Port Talbot. Both schools are partnership schools in UWTSD.

School A has been categorised as a Green school, which caters for a variety of children, with 217 pupils currently on roll aged between 3 to 11 (Estyn, 2018). The average proportion of pupils who are eligible for free school meals (FSM) at School X is at an average of 27%, which is above the national average of 19% (Estyn, 2018). Similarly, the percentage of pupils being identified as having additional learning needs (ALN) is well above the national average with a high statistic of 38% (Estyn, 2018).

School B has been categorised as a Yellow school, which caters for a variety of children, with 130 pupils aged 3-11 years. Around 18% of pupils are entitled to free school meals, which is below the national average (Estyn, 2018). Around 19% of pupils have additional learning needs, which is about average for Wales, and very few pupils have a statement of special educational needs (Estyn, 2018). Very few pupils are looked after by the local authority.

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that

exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.

N/A

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☐	☒
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box		
Personal Reflection	☒	☐

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	X
Adults (over the age of 18 and competent to give consent)?	☐	X
Vulnerable adults?	☐	X
Children under 18?	x	☐
Prisoners?	☐	X
Young offenders?	☐	X
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	X
People engaged in illegal activities?	☐	X
Others (please identify):	☐	X

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

During the research, myself and my research partner will be teaching and observing a class of year 2 students which has been allocated by the schools, to investigate how levels of independence in learning can be improved through the use of mixed attainment grouping within the classroom. When teaching, 3 children in each class will be chosen as target children by myself and my research partner and will later take part in a semi-structured focus group interview if consent and assent is given. These 3 children will be identified as a representative of the population of the class.

Consent and assent procedures will be followed throughout the research (see section I).

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	X	☐	☐
Will you tell participants that their participation is voluntary?	X	☐	☐
Will you obtain written consent for participation?	X	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	X	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	X	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	X	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	X

Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	X	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	X	☐	☐
If NO to any of above questions, please give an explanation			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	X	☐
Is specialist electrical or other equipment to be used with participants?	☐	X	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	X	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	X	☐
If YES to any question, please provide full details			
(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes ☐
No ☒

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Due to using a small sample of children in the research, the remaining children in the class may feel upset that they have not been chose to take part in the research. In order to minimise the risk of this happening, the remaining children will be reassured that the chosen children are not benefitting from taking part in the research and the answers they give are being used as a representative of the whole class. Similarly, the chosen children may feel pressured to take part in the research and this, therefore, may cause emotional distress. To minimise this, children will be reassured that their participation is voluntary, and they can withdraw from the research at any time.

When working with young children, there is always a risk of safeguarding involved. To minimise these risks, the safeguarding policies of the school and the safeguarding policies of UWTSD will be adhered to at all times.

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

N/A

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

Due to using 3 target children in the research, there is a risk that the children may be absent from school on the day of the research and will therefore be a risk to the investigator. Similarly, the chosen children may not give assent to take part in the research, which will also be a risk to the investigator as their data will be invalid. To minimise these risks, assent and consent will be collected from all students in the class. This will ensure any child can be chosen to take part on the day of the observation.

During the interview process of the research, there is a risk of accusation of harm to the investigator. To minimise these risks the door to the room where the interviews are taking place

should be left open to ensure witnesses are always present. Similarly, by having a research partner present during the group interview, the risk of accusation of harm is minimised.

University/institutional risks

For example: adverse publicity, financial loss, data protection

Due to working within a partnership school, the good name of the university could be damaged. To minimise the risk of this, procedures of UWTSD should be followed at all times to keep a professional image. Similarly, the guidelines of BERA should be adhered to at all times to uphold this professional image.

Adverse outcomes

List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

- In order to minimise the risk of this children getting upset about not being chosen to take part in the research, the remaining children will be reassured that the chosen children are not benefitting from taking part in the research and the answers they give are being used as a representative of the whole class.
- To minimise the risk of children feeling pressured to take part, children will be reassured that their participation is voluntary, and they can withdraw from the research at any time.
- To minimise safeguarding risks, the safeguarding policies of the school and the safeguarding policies of UWTSD will be adhered to at all times.
- To minimise the risk of lack of participants, assent and consent will be collected from all students in the class. This will ensure any child can be chosen to take part on the day of the observation.
- To minimise the risk of accusation of harm, the door to the room where the interviews are taking place should be left open to ensure witnesses are always present. Similarly, by having a research partner present during the group interview, the risk of accusation of harm is minimised.

Disclosure and Barring Service

If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.

	YES	NO	N/A
Has a DBS certificate been obtained?	X	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback

What feedback will be provided to participants, how will this be done and when?

Feedback will be given to the participants and/or to the school on request

Informed consent

Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.

Before gaining consent from potential participants, information will be given to potential participants through a written information sheet or verbally, depending on the abilities of the children. By providing verbal information, children of a lower age and lower ability will still be able to understand the procedures of the research.

Once information has been given to potential participants, consent of parents and assent of learners will be collected. To gain consent of the parents, a letter will be created and sent home for parents to sign. The letter will include necessary information about the research and what is needed from each child. I will continue to gain assent by the learners through the use of assent cards which gives the learners the opportunity to show a smiley face if they are happy to take part, and a sad face if they wish to withdraw from the research at any time. With these cards, participants are able to leave or join the research at any time.

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

As stated by BERA (2018) researchers must recognise the participants' right to privacy and must accord them their rights to confidentiality and anonymity, unless they or their guardians or responsible others willingly waive that right. Therefore, I will never use the names of participants or the name of the school, to ensure the privacy and confidentiality of the participants are respected at all times. To ensure no individual can be identified in the results of the researcher, the children's names will be replaced to respect confidentiality and anonymity.

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? "personal data" means data which relate to a living individual who can be identified— (a) from those data, or (b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.	☐	X
If YES, provide a description of the data and explain why this data needs to be collected:		
Does it involve sensitive personal data (as defined by the Data Protection Act)? "Sensitive personal data" means personal data consisting of information as to – (a) the racial or ethnic origin of the data subject, (b) his political opinions, (c) his religious beliefs or other beliefs of a similar nature, (d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) his physical or mental health or condition, (f) his sexual life, (g) the commission or alleged commission by him of any offence, or (h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.	☐	X
If YES, provide a description of the data and explain why this data needs to be collected:		

	YES	NO
Will the research activity involve storing personal data on one of the following:		
Manual files (i.e. in paper form)?	☐	X
University computers?	☐	X
Private company computers?	☐	X
Home or other personal computers?	☐	X
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	X
"Cloud" storage or websites?	☐	X
Other – specify:	☐	X
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		

Whilst I will not be collecting any personal data, the data that I will collect will be stored on a password protected laptop in a password protected file. The information will also be anonymised with the use of School A/B and children's names will not be stated...

(this box should expand as you type)

Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☒	☐
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☒	☐

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):

Data will be shared with research partner in order to discuss and analyse results. However, the data shared will ensure participants are not identifiable.

Data will be stored securely by the research partner within the school they are working, and this will be stored on a password protected computer. It will be kept until the completion of the P-PGCE programme until completion of the programme.

List all who will have access to the data generated by the research activity:

Jenna Thomas (myself) and Lloyd Sims (research partner).

List who will have control of, and act as custodian(s) for, data generated by the research activity:

Each partner will take responsibility for data collected within his/her school.

Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

University policy is that research data generated through research should be retained for as long as they are of continuing value to the researcher, and therefore, the data collected during the research will be kept on a password protected computer until the completion of the Primary PGCE programme.

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:

Date:

For students:

Teacher / Senior Mentor / Headteacher:	
Signature:	
Date:	

Supervisor:	
Signature:	
Date:	

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Appendix 2

Consent Forms



Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of planning, teaching and evaluating one lesson so that he/she can develop specific strategies to improve their own teaching. As part of this, student-teachers will be observing the children's responses and asking some pupils their views on parts of the lesson. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Catherine Morgan
Module lead – The Enquiring Teacher

As Parent/Guardian of..... (pupil name), I do / do not give consent (please delete) for my child to take part in this project.

Signed.....(Parent/Guardian).

Date.....

Appendix 3
Opt-in/opt-out



I WANT TO TAKE PART



I WANT TO LEAVE

Appendix 4

Semi-structured group interview questions

Focus Group Questions

How can we improve the level of independence in learning through the use of mixed attainment grouping?

1. How did you feel about the lesson? - draw smiley face or sad face without showing anyone
2. ^ Elaborate on this
3. What was your favourite part of the lesson?
4. Did you need to ask for help? Who did you ask?
5. Did anyone on your table or surrounding tables help you?
6. How do you feel working with different children?
7. If you could choose where to sit, where would you sit? Why would you sit there?
8. We have to teach this lesson again tomorrow, is there any way we could improve?
9. Were you able to concentrate sat in this way? Why?
10. Do you prefer working with someone who can help you, or a friend?

Appendix 5

Reflective Notes

Self Think about the situation in relation to your own experiences and your feelings. Consider how your personal past may have shaped your view of what happened or may have resulted in physical and emotional reactions and responses.	• In similar situations in education, I would remain quiet in group and whole class situations due to anxiety and nerves. I, therefore, understand why some children stay quiet in the same situation. • Some children may feel nervous to speak in public, even in small groups with children they see every day, hence the reason for some children remaining quiet during the lesson.
Students Try to put yourself in your students' shoes and review the situation by looking at what happened through their eyes. Consider their reactions and how their past may have led to the experience.	• The children may find the experience to be a fun lesson in which they do not need to concentrate fully. They may think this due to working with a new group of children, and working in the library and therefore, will not complete work to a high standard – therefore, not presenting reliable and valid results.
Peers Include their experiences and their observations of your work may offer you new insights into what happened and what can be improved.	• A selection of the group was able to learn from their peers during the lesson. They were able to improve their spelling and understand the meaning of new words. • Some children, however, sat back in the group environment and let the other children do the work without contributing. • In order to improve the experience for all children, it may be more beneficial to provide each child with a partner to work with, rather than the children working in groups.
Scholarship In order to improve your practice, you need to look at literature. Theories will help you	• Plowden Report (1967) • Barker Lunn (1970)

to gain new insights and better understanding. You will need to relate the other three lenses to the reading to get a full view. This will help to think of new steps to take and how to apply the theory into practice.

- Hartill (1936)
- Hallam, Ireson and Davies (2013)

Appendix 6 Lesson Plan

Name of Trainee:		Jenna Thomas	Session ref:	Literacy4	Date:	21-02-2019	Class:	Year 2	Cynllun Ffocws y Cyfnod Sylfaen 2d
		They teach clearly structured lessons or sequences of work which interest and motivate learners and which: (a) make learning objectives clear to learners; (b) employ interactive teaching methods and collaborative group work; and (c) promote active and independent learning that enables learners to think for themselves, and to plan and manage their own learning.							
Targed(au) Hyfforddi Personol				Number of learners:		29	Age:		
Learning objectives/intentions:	WALT: create a senses poem about Wales.	Success Criteria	- All children must include the title 'What does it mean to be Welsh?' - All children must start a new line when moving onto a new sense and start the line in the middle of the page. - Most children will include 2 adjectives, some will include 4 adjectives, and some will include 6 adjectives.			Meeting learners' needs:	Differentiation of tasks for ability groups Gwyrdd – Children will think of 24 adjectives to include in each sentence – children will be assisted by grwp coch. Melyn - Children will think of 4 adjectives to include in each sentence – children will be supported by grwp glas.		

Introduction/plenary tasks	Main activities	Resources/ Key Vocabulary	Assessment for Learning (strategies and opportunities)
Introduction Explain that we will be creating a senses poem about Wales. - What are our 5 senses? Look back at the brainstorm completed 20-02-19. Look at an example poem with the children. - Where are the senses? Where are the adjectives? Explain the success criteria to the children and look at each aspect.	<u>Trainee focused task</u> (purpose, outline of trainee's role and children's learning): Support the children to create their senses poem. Some children may need support with spelling, and some may need to be reminded to ensure they are continuously checking the success criteria to see if it meets the requirements. <i>I can see ... in ...</i> <i>I can hear... in ...</i> <i>I can smell... in ...</i> <i>I can taste... in ...</i> <i>I can feel... in ...</i> Children can use support mechanisms to think of interesting adjectives (adjective mats and word hippo)	Resources - Flip chart - Video clip - Powerpoint - Adjective mats - Example poem Key Vocabulary: - I can see - I can hear - I can feel - I can taste - I can smell - Adjective	- Traffic light stamper. - Thumbs up, thumbs down - Success criteria – have the children completed all aspects of the success criteria?

	<u>Additional adult tasks</u> (purpose, outline of additional adults' role and children's learning): Additional adults will support the children to create their senses poem. Some children may need support with spelling, and some may need to be reminded to ensure they are continuously checking the success criteria to see if it meets the requirements. <i>I can see ... in ...</i> <i>I can hear... in ...</i> <i>I can smell... in ...</i> <i>I can taste... in ...</i> <i>I can feel... in ...</i> Children can use support mechanisms to think of interesting adjectives (adjective mats/word hippo)		
Plenary What is an adjective? Where are your adjectives? Why did you choose those adjectives?	<u>Independent learning opportunities:</u> In the learning zone, multiple activities have been set up for the children to explore Wales. Resources have been placed on the challenge table which link to themes being taught in mathematics, literacy and topic.		
Curriculum coverage (range and skills) Literacy: Strand – Writing Element – Organising ideas and information Aspects – Meaning, purposes and readers: extend their response to a variety of stimuli on subjects that are of interest or important to them, including stories, poems, class activities and personal experiences.			
Literacy (LNF)		Numeracy (LNF) NA	

extend their response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences understand and use language appropriate to writing, <i>e.g. noun, verb, adjective, adverb</i>			
DCF NA.	Thinking NA	ESDGC the links between society, economy and environment and between our own lives and those of people throughout the world	YCC Celebrating the distinctive cultures, languages and traditions of Wales while respecting the values of other cultures. Learning about the relationship between the environment and the people of Wales and the effect this has on Welsh life today and in the past.