

Date of observation:-

Class:-

Time:-

Lesson/Subject:-

Name of observer:-

Task:- Does the provision of differentiation by task have an impact on the amount of pupil engagement in the classroom?

|                                                                                                         | Comments                                           |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Confidence when given task to complete (e.g Did the pupil carry out the task promptly)                  | Came out first task promptly                       |
| Confidence giving answers in the classroom (e.g When feeding back answers in the classroom environment) | Confident asking for book to be marked             |
| Amount of time on task (as the child distracted at any point, lack of engagement etc.)                  | On task all lesson, willing to ask for extensions. |

|                                                                                                                          |                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Was additional help required                                                                                             | No                                                                                                                  |
| Level of challenge<br><i>Was the differentiated work provided, the right level for the child</i>                         | Completed first page very quickly<br>Quick to finish, answers always correct<br>Completed booklet in under 10 mins. |
| Working independently                                                                                                    | Worked well in a pair but was not reliant on her partner.                                                           |
| Behaviours (e.g talk related to task, talk not related to task, listening to teacher, attempting to draw attention etc.) | Looked happy at her work<br>Extension given<br>Not distracted by other pupils.<br>Very focused.                     |

Lesson/Subject:- Maths / Revision

Name of observer:- L [REDACTED]

Task:- Does the provision of differentiation by task have an impact on the amount of pupil engagement in the classroom?

|                                                                                                         | Comments                                                                                                                   |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Confidence when given task to complete (e.g Did the pupil carry out the task promptly)                  | Attempted task willingly and promptly<br><del>Promptly</del> -                                                             |
| Confidence giving answers in the classroom (e.g When feeding back answers in the classroom environment) | Confident to show answers for marking.                                                                                     |
| Amount of time on task<br>(Was the child distracted at any point, lack of engagement etc.)              | Pupil was on task for the majority of the lesson. A few moments of unengagement, quickly had attention brought back by TA. |

|                                                                                                                       |                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Was additional help required                                                                                          | Yes - teaching assistant present throughout. (check TA understanding)                             |
| Level of challenge<br><i>Was the differentiated work provided, the right level for the child</i>                      | Using book and number chart throughout for help.<br>Completed booklet at 1pm.<br>Extension given. |
| Working independently                                                                                                 | No                                                                                                |
| Behaviours (e.g. talk related to task, talk related to task, listening to teacher, attempting to draw attention etc.) | Easily distracted although quick to get back on task when prompted.                               |

Date of observation:-

Time:-

Lesson/Subject:-

Name of observer:-

Task:- Does the provision of differentiation by task have an impact on the amount of pupil engagement in the classroom?

|                                                                                                         | Comments                             |
|---------------------------------------------------------------------------------------------------------|--------------------------------------|
| Confidence when given task to complete (e.g Did the pupil carry out the task promptly)                  | Quick to ask for help                |
| Confidence giving answers in the classroom (e.g When feeding back answers in the classroom environment) | Confident to show completed work     |
| Amount of time on task as the child distracted at any point, lack of engagement etc.)                   | Distracted in between tasks<br>Fussy |

|                                                                                                                                 |                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>Was additional help required</b>                                                                                             | Yes, when tasks were explained she was able to complete.             |
| <b>Level of challenge</b><br>Was the differentiated work provided, the right level for the child                                | maybe first page too easy.                                           |
| <b>Working independently</b>                                                                                                    | worked well as a pair                                                |
| <b>Behaviours</b> (e.g talk related to task, talk not related to task, listening to teacher, attempting to draw attention etc.) | Task not related to task.<br>Not self motivated (Does what is asked) |

Date of observation:- 4/01/2020

Time:- 14.00

Lesson/Subject:- History  
Attacking a castle.

Name of observer:-

Task:- Does the provision of resources have an impact on the amount of pupil engagement in the classroom?

|                                                                                                         | Comments                                                                          |
|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Confidence when given task to complete (e.g Did the pupil carry out the task promptly)                  | Came out task promptly, encouraged by teacher.                                    |
| Confidence giving answers in the classroom (e.g When feeding back answers in the classroom environment) | Very confident - hands up.<br>Answering questions.<br>Giving reasons for answers. |
| Amount of time on task<br>(Was the child distracted at any point, lack of engagement etc.)              | Distracted when explaining work.                                                  |

Was additional help required

Additional help was given by the teacher using questioning as the scaffold

Level of challenge

Was the differentiated work provided, the right level for the child

Differentiated work suitable for child - Fill in missing gaps

Working independently

Worked independently  
Required encouragement at times

Behaviours (e.g. talk related to task, listening to teacher, attempting to draw attention etc.)

Attempted to avoid work at certain points.

Lesson/Subject:- History,  
introducing a case.

Name of observer

Task:- Does the pro [redacted] have an impact on the amount of pupil engagement in the classroom?

|                                                                                                         | Comments                                                                                                           |
|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Confidence when given task to complete (e.g Did the pupil carry out the task promptly)                  | Task was carried out promptly.                                                                                     |
| Confidence giving answers in the classroom (e.g when feeding back answers in the classroom environment) | Very confident - hands up.<br>↓<br>Answering questions.<br>Overall, very confident for both tasks giving feedback. |
| Amount of time on task (e.g. Is the child distracted at any point, lack of engagement etc.)             | Very engaged with task.<br>Task was completed with no distractions.                                                |

|                                                                                                                                 |                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Was additional help required</b>                                                                                             | Required additional help to complete tasks e.g. sticking in.<br>Additional help - given by teacher in form of questioning. |
| <b>Level of challenge</b><br><i>Was the differentiated work provided, the right level for the child</i>                         | Differentiated work suitable for child - full in missing gaps                                                              |
| <b>Working independently</b>                                                                                                    | Worked independently for most of task.                                                                                     |
| <b>Behaviours</b> (e.g talk related to task, talk not related to task, listening to teacher, Attempting to draw attention etc.) | Task related to task.                                                                                                      |

Name of observer

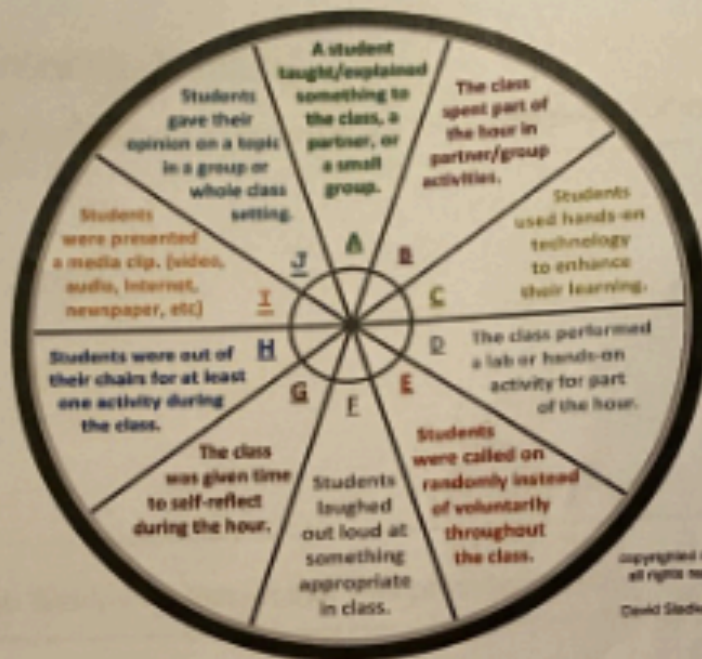
Task:- Does the p

act on

the amount of pupil engagement in the classroom?

|                                                                                                         | Comments                                                                                                 |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| Confidence when given task to complete (e.g Did the pupil carry out the task promptly)                  | Questioning when carrying out activity.                                                                  |
| Confidence giving answers in the classroom (e.g When feeding back answers in the classroom environment) | Confident - was able to explain answers clearly<br>↓<br>good use of questioning by teacher as a scaffold |
| Amount of time on task<br>Was the child distracted at any point, lack of engagement etc.)               | Engaged with tasks.<br>Task completed promptly.                                                          |

|                                                                                                                          |                                                              |
|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| Was additional help required                                                                                             | Additional help required to do basic tasks. e.g. sticking in |
| Level of challenge<br><i>Was the differentiated work provided, the right level for the child</i>                         | Level of challenge right for child.                          |
| Working independently                                                                                                    | Engaged in lesson.                                           |
| Behaviours (e.g talk related to task, talk not related to task, listening to teacher, Attempting to draw attention etc.) | Talk related to task only.                                   |



| Total Number of Filled in Pie Pieces | Student Engagement Level |
|--------------------------------------|--------------------------|
| 0-1                                  | LOW                      |
| 2-3                                  |                          |
| 4-5                                  |                          |



Name: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Score: \_\_\_\_\_

Score: \_\_\_\_\_

Score: \_\_\_\_\_

### Focus Group Interview Questions

1) Do you feel confident about the work you have completed today?

A - Yes

B - Yes

C - Yes

2) How did you find the worksheet that was provided to you?

A - ~~Yes~~ Confident

B - Confident, nice and easy

C - Easy to understand

3) Do you feel like you engaged more with the lesson today? E.g -  
Did you feel like the lesson was productive?

A - Yes

B - Yes

C - Yes.

- 4) Is there anything else you would like to be provided to you in order to help you complete the work?

A- No

B- No

C- more work

- 5) Did you feel confident in providing answers in front of the rest of the class?

A- Yes

B- Yes

C- Yes

- 6) Would you like tasks to be set in this way for all topics? E.g - Providing scaffolds (Additional detail) on worksheets.

A- Yes

B- Yes, would make it easier.

C- Yes

## **Reflection**

### **Gibbs Reflective Model**

|                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Description</b><br><i>What happened?</i>                             | The lesson was a revision lesson in a mathematics topic that was to be tested in the next lesson. The pupils were given booklets and were partnered up in relation to their ability and amount of engagement that is usually given to work. All pupils engaged with the work effectively, being able to give correct answers and ask questions regarding the lesson and all work was completed. |
| <b>Feelings</b><br><i>What were you thinking and feeling?</i>           | The feelings regarding this lesson were overall positive. The aims and objectives of the lesson were achieved and I felt that all pupils gained an understanding of the topic. I felt that there were some changes that could've been made to the work that was set but it was not essential at this point of the lesson study.                                                                 |
| <b>Evaluation</b><br><i>What was good and bad about the experience?</i> | Overall, the experience of this lesson was good. The only limitation of doing this activity in pairs was that the noise was a bit overwhelming at times and could've been a distraction for the other pupils in the class. Although the amount of talk regarding the work was actually a positive as this reinforced the amount of engagement with the lesson.                                  |

|                                                                              |                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Analysis</b><br/> <i>What sense can you make of the situation?</i></p> | <p>Overall, I felt that the lesson was a success. The engagement levels did seem to have an increase in comparison to previous lessons however this is hard for the observer to identify as they are not present in the previous lessons.</p> |
| <p><b>Conclusion</b><br/> <i>What else could you have done?</i></p>          | <p>More differentiated options could have been made available for other ranges of abilities in the class to meet the needs of everyone.</p>                                                                                                   |
| <p><b>Action plan</b><br/> <i>If it arose again what would you do?</i></p>   | <p>I would change the way in which the worksheets are given out the pupils in order to avoid any pupils feeling isolated or disheartened due to having different worksheets.</p>                                                              |