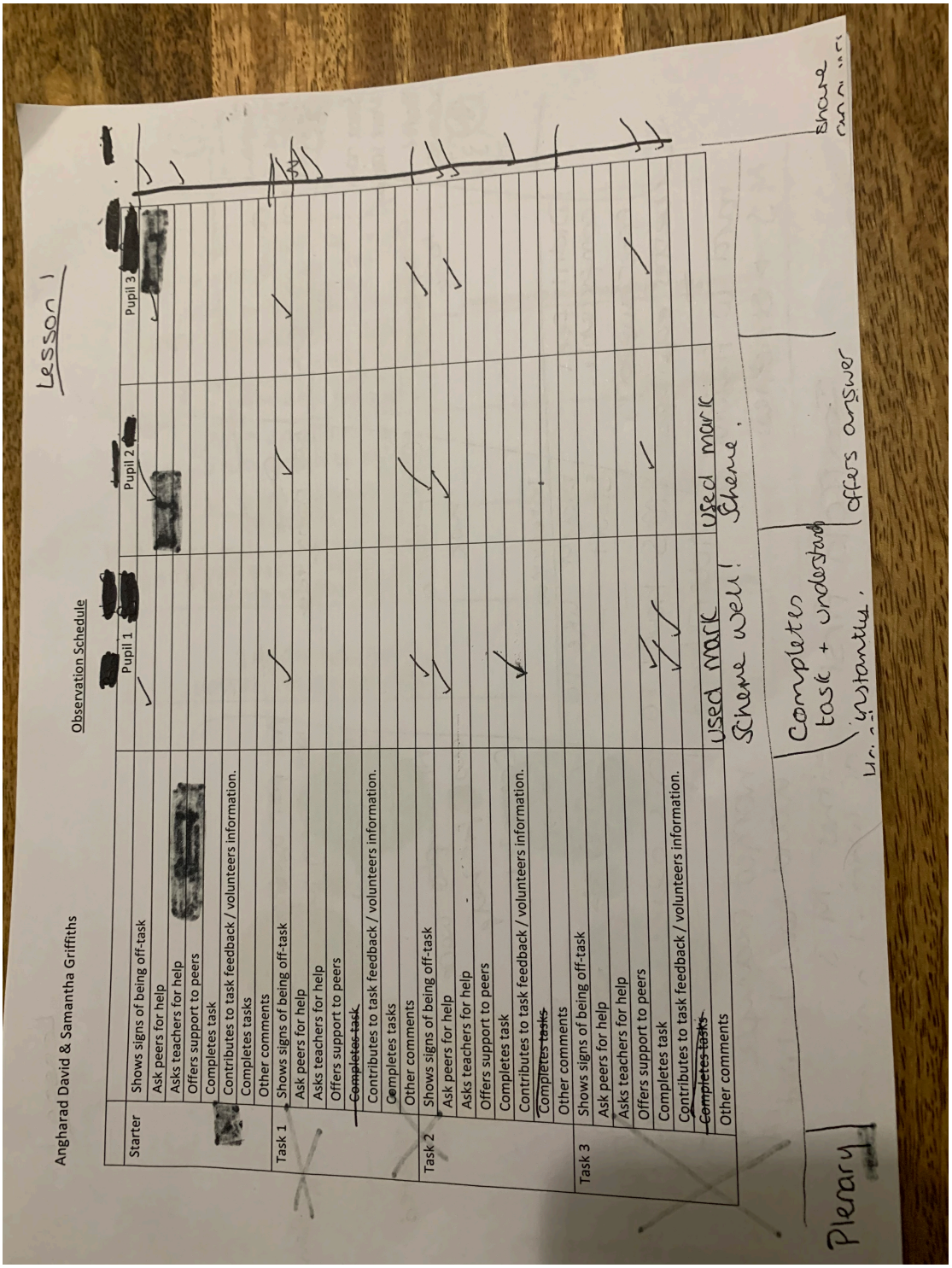
Please note:

Areas of these appendices have been marked out to keep the case pupils anonymous.

Areas that are crossed out were not relevant to our research and therefore should not be considered.



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Observation Schedule

Lesson 1

		Pupil 1	Pupil 2	Pupil 3
Starter	Shows signs of being off-task	✓		
	Ask peers for help			
	Asks teachers for help			
	Offers support to peers			
	Completes task			
	Contributes to task feedback / volunteers information.			
	Completes tasks			
	Other comments			
Task 1	Shows signs of being off-task	✓	✓	✓
	Ask peers for help			
	Asks teachers for help			
	Offers support to peers			
	~~Completes task~~			
	Contributes to task feedback / volunteers information.			
	Completes tasks			
	Other comments			
Task 2	Shows signs of being off-task	✓	✓	✓
	Ask peers for help	✓	✓	
	Asks teachers for help			
	Offers support to peers			
	Completes task			
	Contributes to task feedback / volunteers information.	✓		
	~~Completes tasks~~			
	Other comments			
Task 3	Shows signs of being off-task			
	Ask peers for help			
	Asks teachers for help			
	Offers support to peers	✓	✓	✓
	Completes task	✓		
	Contributes to task feedback / volunteers information.	✓		
	~~Completes tasks~~			
	Other comments	used mark scheme well!	used mark scheme.	

Plenary

Completes task + understands

offers answer

Lesson 1

Explain simple part
Speak don't Mark/Caution/
Model answer

Quiet not doing task.
Completes task.
Interview.

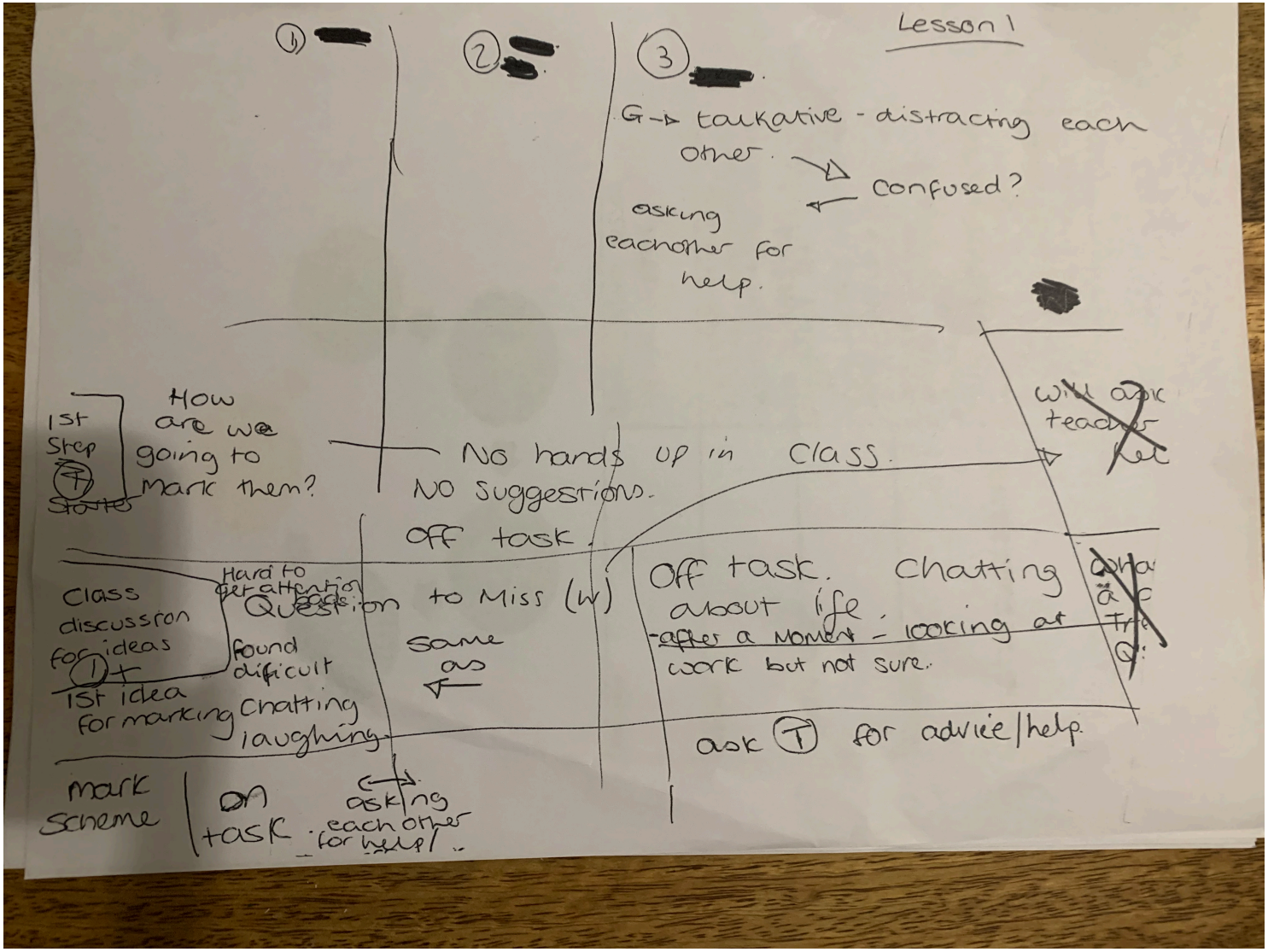
Didn't feel comfortable.
After support, better equipped
hard to follow M.S -> Strictness.

Quiet not doing task.
Completes task.
Didn't like to Start
M.S hard to understand.

Ask peer questions not (T)
not doing task.
distracted.
Attempts work, ask for help.
Completes task.
XM.S -> difficult
O.K after M.S.
worked example would have helped.

ask
Completed task.
Memory
hard to
worse.

Scaffold first -> times M.S

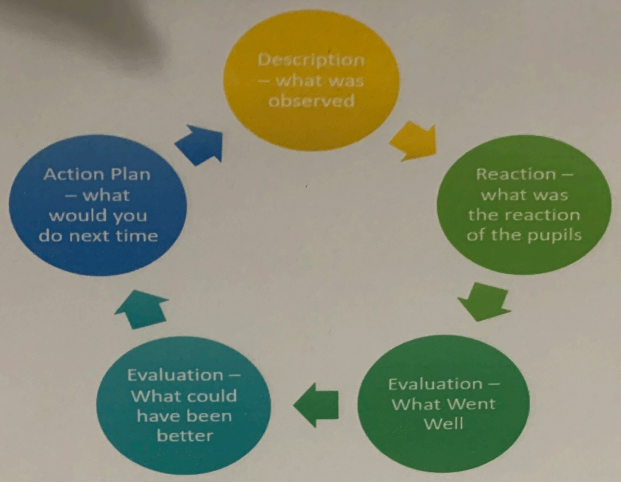


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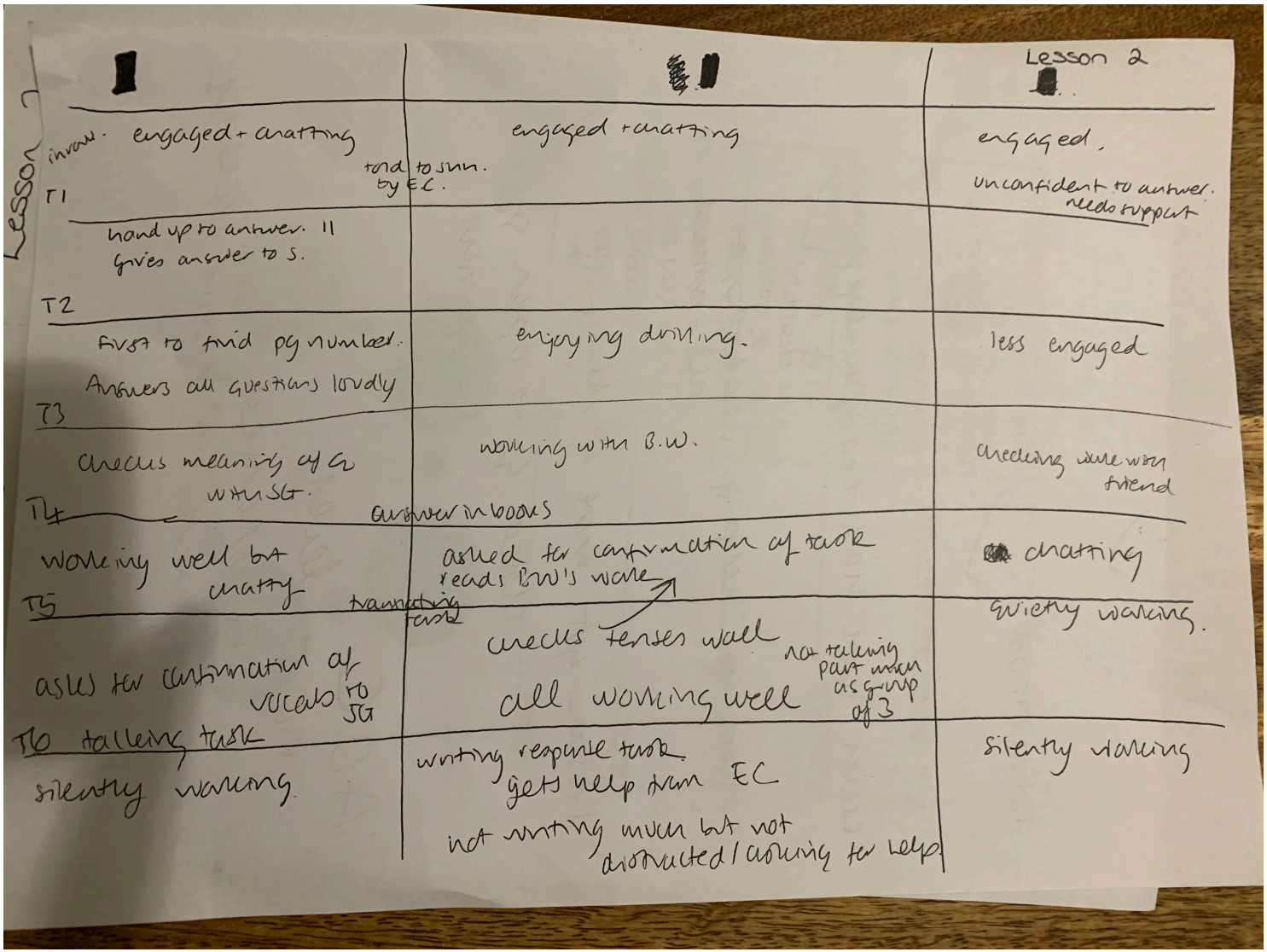
Lesson 1

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Reflection Template



Description	-Peer-assessing lesson. - Limited support
Reactions	- Confused → being off task, distracted/Loud. - After support → task completed - lots of questions.
Evaluation – WWW	- completed task in the end - could reflect on own work - focus group ✓✓✓
Evaluation – EBI	- Worked answer - support / scaffolded from start. - Pupils engagement - poor
Action Plan – what would you do next time?	- scaffold from start of lesson & lead to independent work to end lesson.



Lesson 2

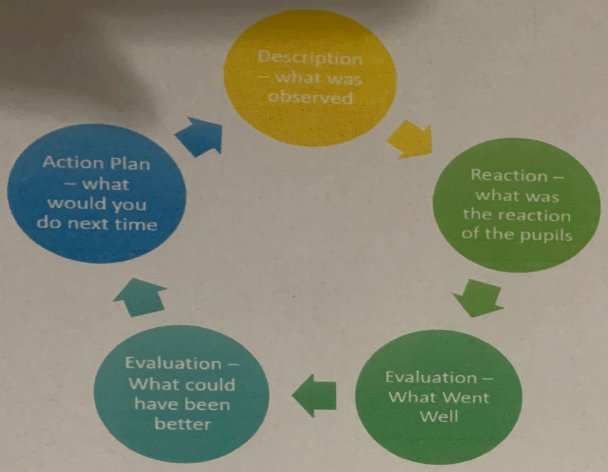
Lesson 2	[redacted]	[redacted]	[redacted]
T1	in row. engaged + chatting	engaged + chatting hand to show. by EC.	engaged, unconfident to answer. needs support
T2	hand up to answer. II gives answer to S.		
T3	first to find pg number. Answers all questions loudly	enjoying drawing.	less engaged
T4	checks meaning of Cs with SG.	working with B.W.	checking work with friend
T5	working well but chatty	answer in books asked for confirmation of work reads BW's work	chatting
T6 talking task	asks for confirmation of words to SG	transitioning task checks fences wall all working well	quietly working. not taking part when as group of 3
	silently working.	writing response task. gets help from EC not writing much but not distracted / asking for help	silently working

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Lesson 2

Reflection Template



Description	- Language lesson - Scaffolded tasks - Support decreased through lesson.
Reactions	- engaged / on task - chatty but completed work - understood work
Evaluation – WWW	- Level of support - focus group ✓✓✓ - Level of understanding
Evaluation – EBI	- offer differentiation for LA? - consider that it is a mixed ability class.
Action Plan – what would you do next time?	- keep amount of scaffold + process of removing BUT - add differentiation.