

Appendices

Student number: 1900192

Checklist observer: *Kristan Giles*

Time scale: *1 hour*

Context: *Yr 7 English class: poetry*

Tick if observed	Child 1	Child 2	Child 3
No concentration, staring, daydreaming.			
Not producing anything, no signs of interest, does not appear to be taking anything in.			
Limited concentration, looks away during the activity, easily distracted.		///	I
The child is busy but without real concentration – not fully absorbed in the activity.	I		
There are clear signs of involvement, child seems engaged.	II		I
The child seems challenged and motivated.	I		///
The child seems continuously engaged and completely absorbed in the lesson.			II
The child seems focused without interruption.			I
The child cannot be distracted and enjoys being engrossed in the activity.			

Figure 1

The image above shows the checklist used during research lesson 1 (RL1) which is adapted from the Leuven Scales (originally created by Ferre Laevers). We used this checklist to measure pupil engagement.

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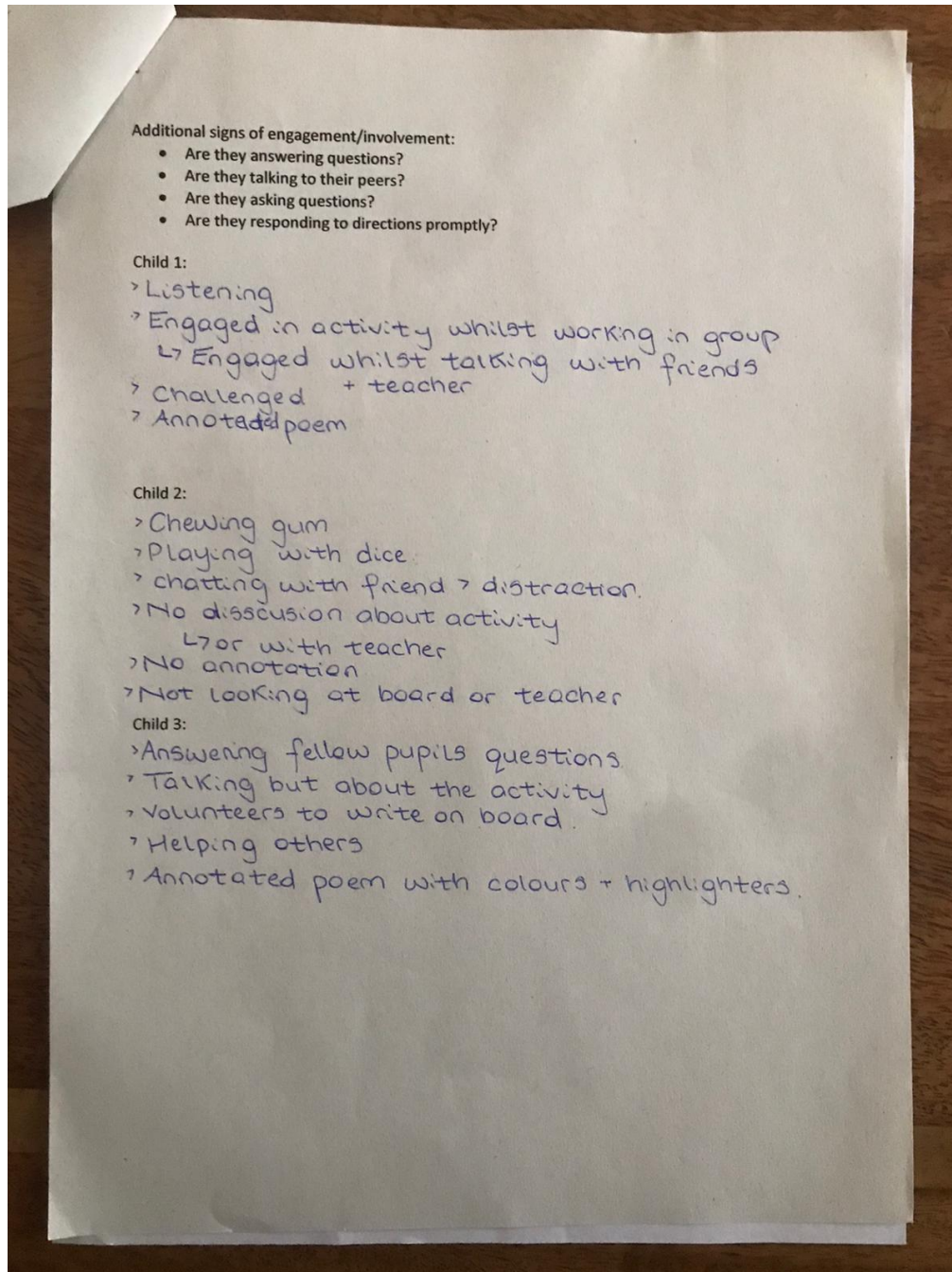


Figure 2

The image above shows further notes made about case pupils in RL1.

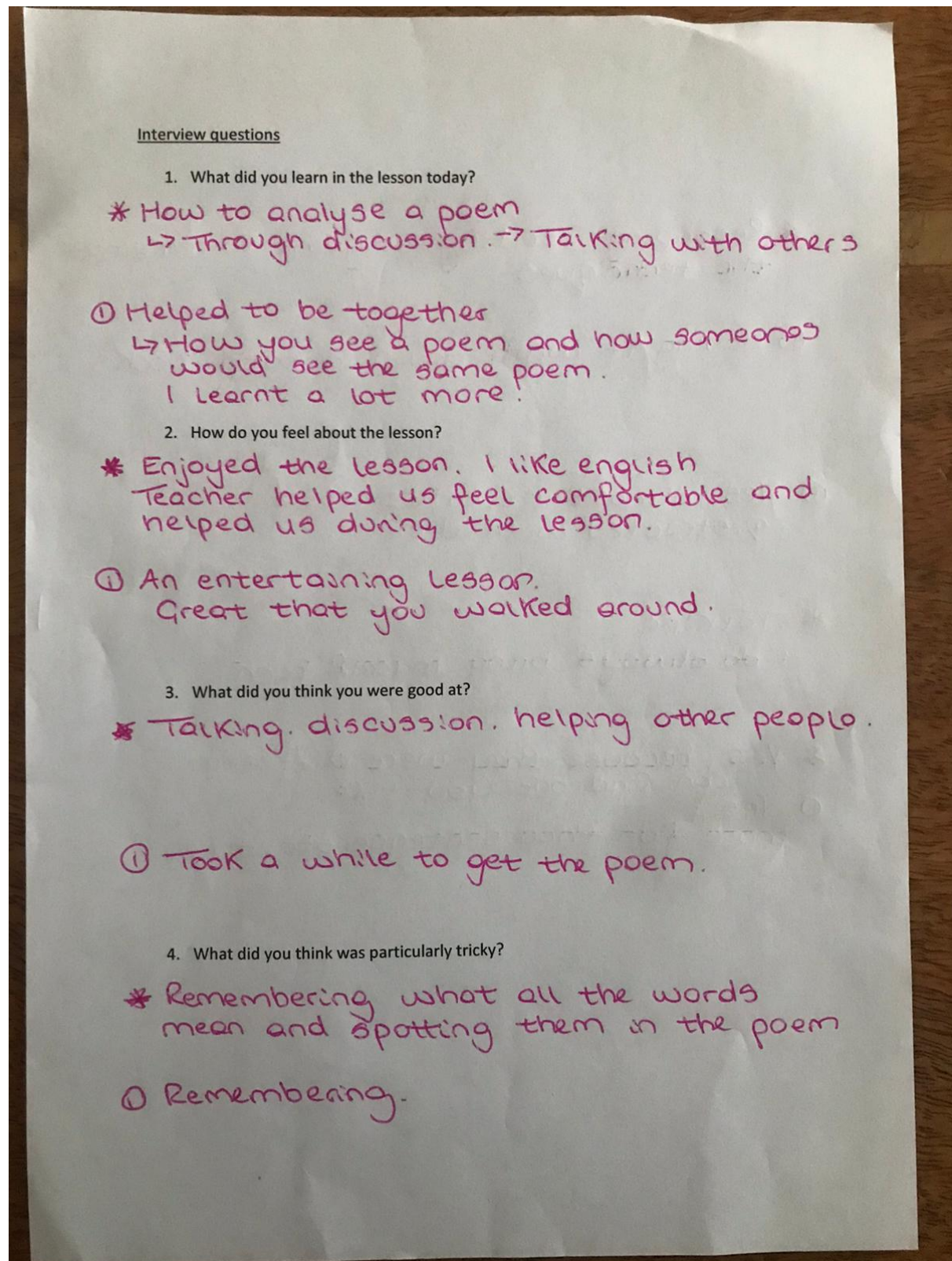


Figure 3

The image above shows the responses to the first 4 interview questions asked in the focus group.

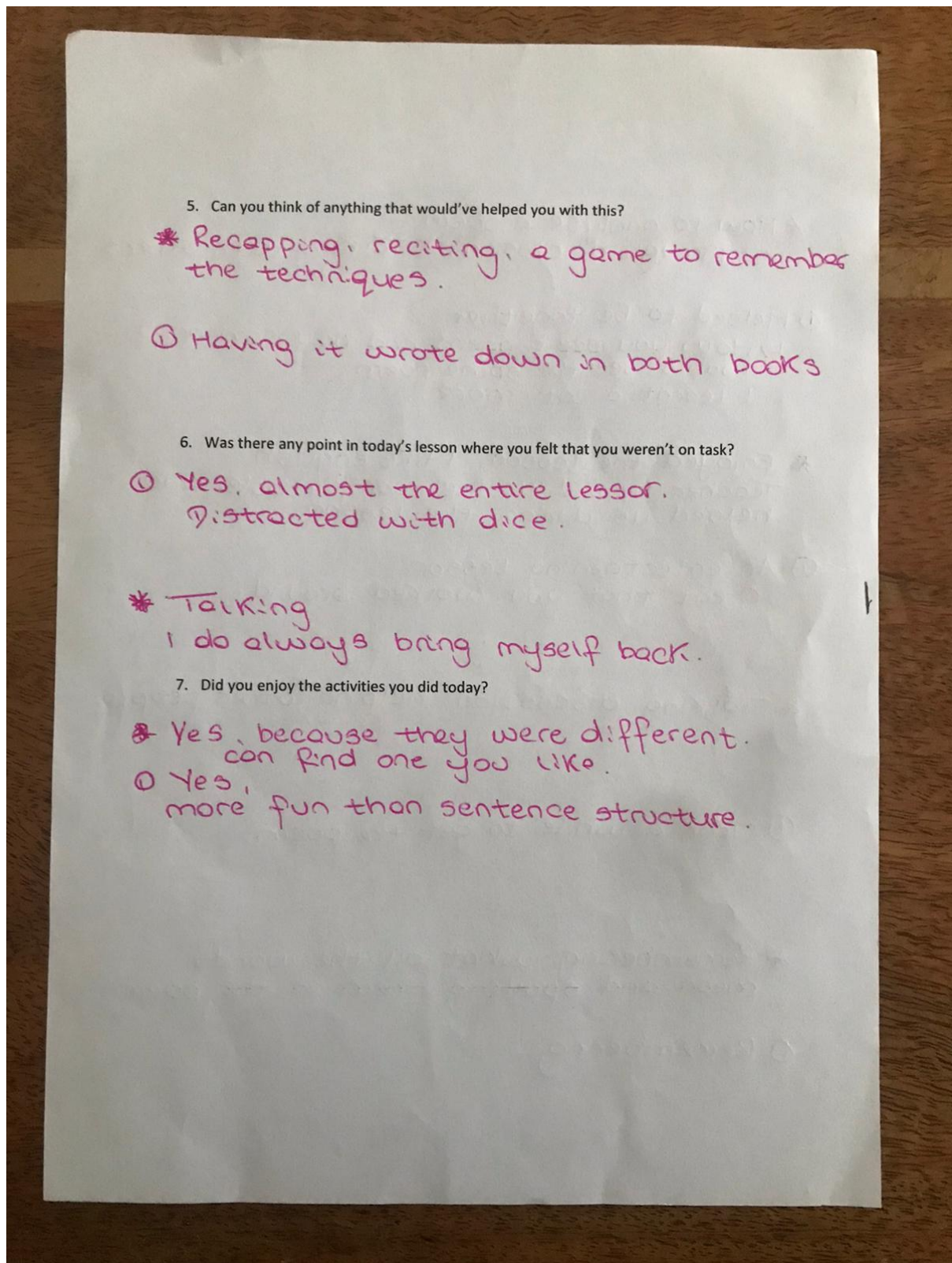


Figure 4

The image above shows the responses to the last 3 interview questions asked in the focus group.

~~Table~~ FIG 5

Name of researcher: *Molly Davies*

Reflective Research Data Collection:

Observation and analysis - describe what happened.	• What was I trying to achieve? • Why did I respond/react as I did? • What happened?	Lesson aim: to analyse unseen poetry using prior knowledge of poetic devices. Pupils appeared mostly engaged with the task at hand. Nearly all pupils appeared to be appropriately challenged by tasks. Only a couple of instances where I, as the teacher, had to remind a pupil to focus on the task.
Emotional response Describe your feelings and emotional responses	• How did I feel (emotionally)? • How did I react physically?	As the teacher, I felt that nearly all pupils made progress in the lesson. This was evident through questioning, responses and feedback from pupils. On one or two occasions I had to ask a couple of pupils to re-focus. I did so by approaching the pupils when the rest of the class were having a discussion about the task.
Confrontations Consider what was good and bad about your response	• Did my actions match with my own beliefs and values? If yes - how? If not - why not?	My reaction to what appeared as lack of engagement of these 2 particular pupils matches exactly how I would usually treat a situation like this. I felt that my response was appropriate and it successfully got pupils back on track & engaged with the task.

Figure 5

The image above shows part of my reflection on RL1, the lesson I taught.

FIG 6

Knowledge Use sources, theories and academic research to aid your reflection	• What knowledge helped/ aided me? • How do you make sense of the situation?	The Leuven Scale - the observer used an adaptation of this to measure engagement of Child 1, 2 and 3. Seeing a written account following the lesson has allowed me to determine which pupils appeared to be engaged. This helped me to understand which pupils were presented with the appropriate task.
Conclusion Consider what specific conclusion you can draw?	• What general conclusion can you draw from the investigation?	Child 1 and 3 appeared to be mostly engaged for nearly the entire lesson. Child 2 did not appear to be as engaged. ~~think this could have been remedied~~ On the whole, the class appeared to be engaged with tasks nearly all lesson.
Interpretation of the experience/ future actions Consider your next step	• Could I have managed the situation differently? • What did I learn from this situation? • How do I feel about the experience? • What will I do different next time?	I think the possible lack of engagement from Child 2 could have been remedied if they were sitting elsewhere in the classroom. I did not use a strict seating plan in this lesson so it is something I will strongly consider in future to make sure every child makes excellent progress in my lessons.

* adapted from the Models of reflective practice by Gibbs, 1988

Figure 6

The image above shows the other part of my reflection after RL1.

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Student number: 1900192

Checklist observer: *Molly Davies*

Time scale: *1 hour*

Context: *Year 7- History - Conquest of Wales*

Tick if observed	<i>n ↓</i> Child 1	<i>↑</i> Child 2	<i>→</i> Child 3
No concentration, staring, daydreaming.	✓ ~~(3)~~		
Not producing anything, no signs of interest, does not appear to be taking anything in.	✓ ~~(4)~~		
Limited concentration, looks away during the activity, easily distracted.	✓ ~~(1)~~		
The child is busy but without real concentration – not fully absorbed in the activity.		✓ ~~(4)~~	✓ ~~(5)~~
There are clear signs of involvement, child seems engaged.	✓ ~~(1)~~ ✓ ~~(5)~~	✓ ~~(1)~~ ✓ ~~(5)~~	✓ ~~(1)~~ ✓ ~~(4)~~ ~~✓(5)~~
The child seems challenged and motivated.			
The child seems continuously engaged and completely absorbed in the lesson.		✓ ~~(1)~~	
The child seems focused without interruption.			✓ ~~(1)~~
The child cannot be distracted and enjoys being engrossed in the activity.		✓ ~~(3)~~	✓ ~~(3)~~

Figure 7

The image above shows the checklist used during research lesson 2 (RL2). This was used to measure pupil engagement by the observer (me).

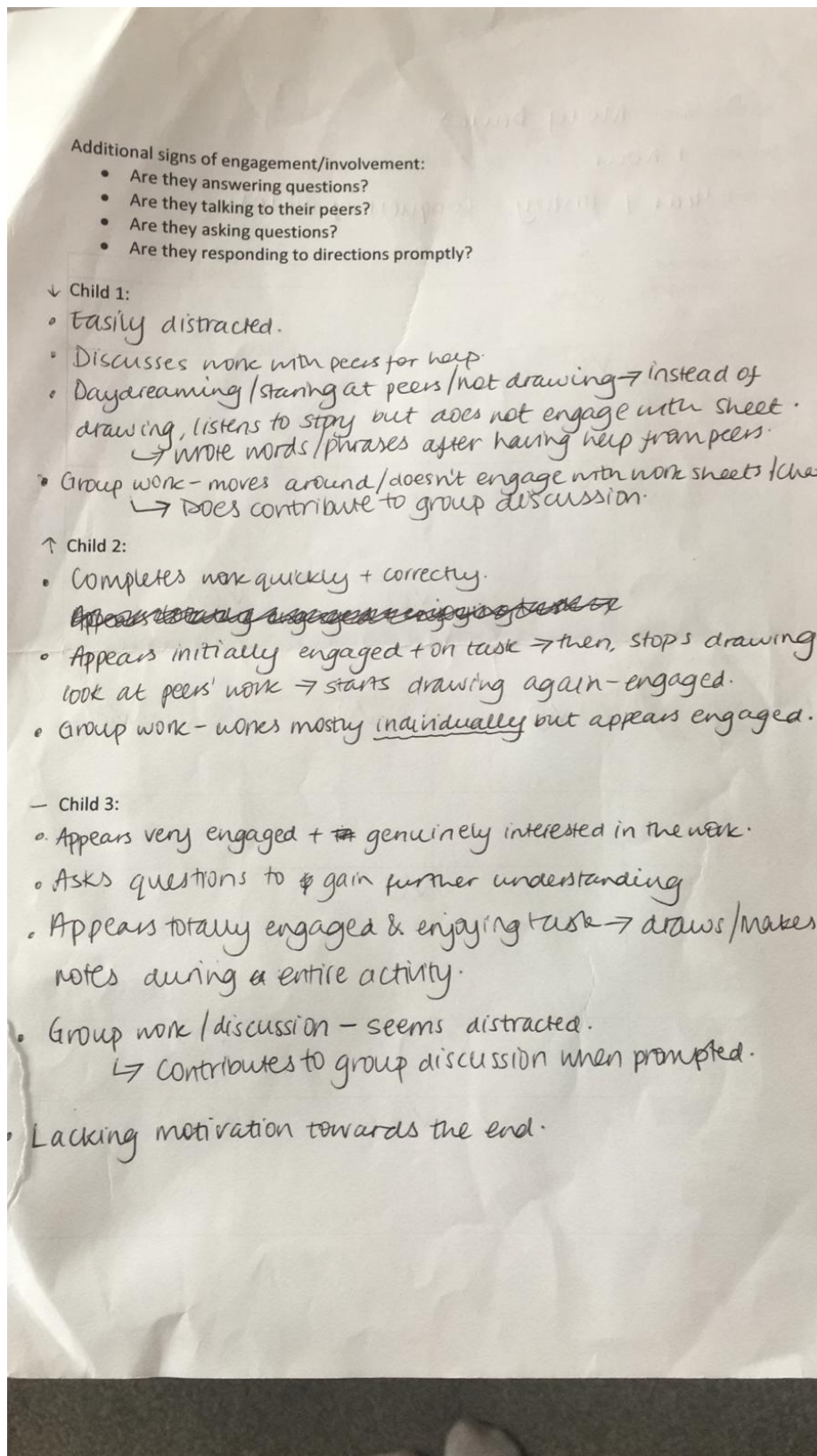


Figure 8

The image above shows further notes made about case pupils in RL2.

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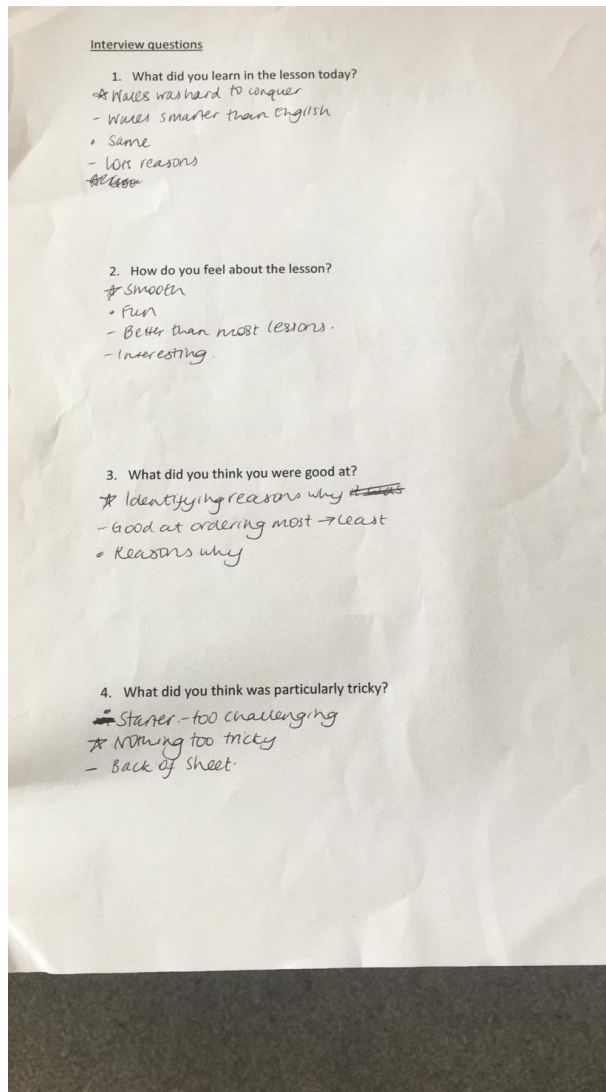


Figure 9

The image above shows pupil responses to the first 4 questions asked in the focus group.

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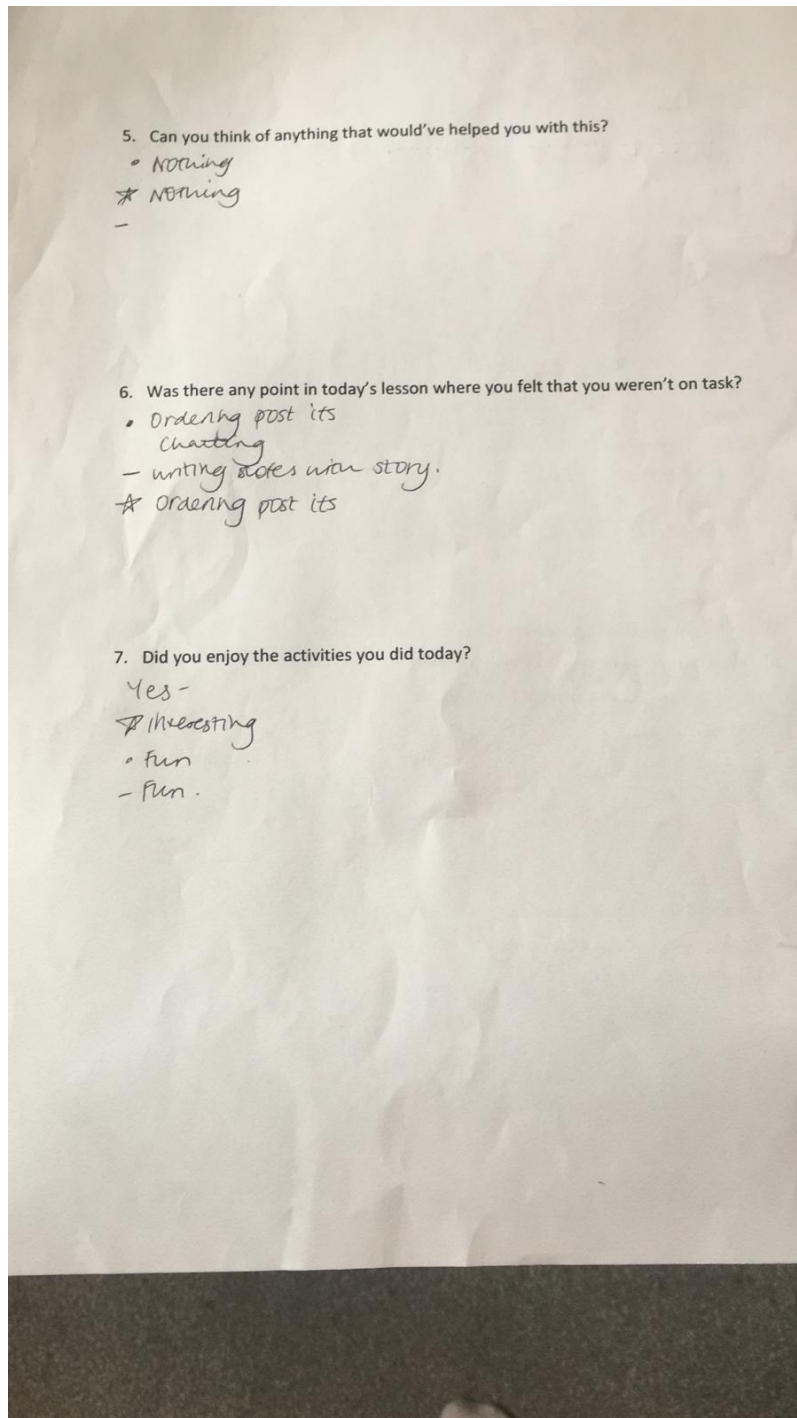


Figure 10

The image above shows further responses to questions asked in the focus group after RL2.

Name of researcher: Kristan Giles

Reflective Research Data Collection:

Observation and analysis Describe what happened?	- What was I trying to achieve? - Why did I respond/react as I did? - What happened?	Throughout the lesson the aim was to ensure all learners were engaged by using differentiated tasks. Therefore certain tasks throughout the lesson has element of differentiation depending on the learners attainment levels. All learners completed their tasks either in groups, pairs or as individuals using the resources that they had been provided. When the extra help resources were provided lower attained learners used the resources to enhance their learning and underrating. MAT learners who had a slightly more difficult challenge were able to stretch their learning and use the limited resources that they have been given to complete their tasks.
Emotional response Describe your feelings and emotional responses	- How did I feel (emotionally)? - How did I react physically?	Emotionally I felt inclined to provide as much help as possible for all the learners. However, I reacted to this by ensuring that all the learners understood the task at hand and ensured them that they had all the resources they needed to complete their tasks. I all ensured the learners that there was no right or wrong answer as long as they had a reason for their answers. This took the pressure of the pupils to provide a 'right' answer.
Confrontations Consider what was good and bad about your response	Did my actions match with my own beliefs and values? If yes – how? If no –why not?	I believe that my response was appropriate for the development of the pupils learning. They needed to use the resources that they had been given to complete their task and if they were struggling they were able to talk with their group to find the answers together.
Knowledge Use sources, theories and academic research to aid your reflection	- What knowledge helped/ aided me? - How do you make sense of the situation?	I believe that knowing the learners aided me in enhancing their learning as I was able to provide every learner with the adequate tasks that would keep them in the struggle zone and continuously learning/improving. Without this knowledge I wouldn't have been able to adapt my lessons so that all the learners were improve and therefore some learners would have been in the comfort zone and some in the panic zone.

Figure 11

The image above shows part of my research partner's reflection after teaching RL2.

Conclusion Consider what specific conclusion you can draw?	What general conclusion can you draw from the investigation?	From my investigation I can conclude that pupil's engagement was at a high level and that all pupils were able to complete the tasks at hand whilst discussing with their groups. It was clear that all pupils had not only an understanding of the tasks but hand but also an opinion about the work. Many pupils were able to provide feedback from their findings and justifications for their reasoning.
Interpretation of the experience/ future actions Consider your next step	- Could I have managed the situation differently? - What did I learn from this situation? - How do I feel about the experience? - What will I do different next time?	In the future I believe that I could have developed the learners understanding further by getting them to discuss their answers with another group and then asked them to reflect on their answers to see if their opinions had been swayed. I think that this would have stretched the pupils learning further as they would have been able to see things from a different point of view. However, I have learnt that through differentiated tasks all learners are able to keep in the 'struggle zone' and consistently learn. I feel that my experience was a good experience there I learnt a lot about adapting lessons and resources and knowing the ability of the learners.

*adapted from the Models of reflective practice by Gibbs, 1988

Figure 12

The image above shows another part of my research partner's reflection after RL2.