

# **How can we improve pupil self-reflection through self-Assessment for Learning strategies?**

**The Enquiring Teacher**  
**Module Code: ECPP7001**

**Word Count: 6950**

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## **How can we improve pupil self-reflection through self-Assessment for Learning strategies?**

### **Aims, Focus and Purpose of the Research:**

In the 21<sup>st</sup> century, self-assessment for learn strategies (SAFLS) are a corner stone of the modern classroom. But how effective are these SAFLS? More especially, how can we improve the self-reflection of pupils by using these strategies? The aim of this assignment is to measure how effective pupils are at self-reflection with regard to their own learning. In order to do this, my colleagues and I have focused on the specific use of SAFLS, specifically the use of self-rating strategies. An example of this would be the use of Red, Amber, Green (RAG) where children define their understanding by picking a colour; poor, average or good respectively. Over the course of this investigation, progress was made, and techniques altered, taking into account the data we had gathered and what we had observed. The purpose of this investigation was to uncover the effectiveness of self-reflection with regard to SAFLS. During my school placements from November to February I was praised for my use of effective SAFL strategies. However, something that I need to develop further is my use of SAFL across the entirety of the lesson, rather than just at the end. Therefore, this investigation will strengthen my abilities as a professional practitioner as I move forward into the future by improving my understanding of promoting self-reflection with regard to SAFLS.

### **Research Context:**

As part of an investigative group of 3, this research was conducted in two schools. These schools were very distinct. One school was a small rural school in South Wales and one was a large rural school in West Wales. Furthermore, the research was conducted over the entirety of the Foundation Phase, excluding the nursery. This means that we had access to a wide range of ages from which to gather data. This resulting in our data being more insightful and reliable as it was collected from a larger number of participants. There were an estimated 30 pupils in my class (ages 5-7). In my first partner's class, there were also approximately 30 pupils (ages 4-6), and in my second partner's class there were approximately 22 pupils present (ages

4-5). These numbers varied on the data collection day due to absences. The class teacher was consulted to help determine which pupils should participate in this research. There was a focus on three children per class. Despite these class numbers we obtained full assent and consent from all the pupils before they undertook in the research. As a group we worked collaboratively with each other and decided that focusing on this specific area would benefit us all. We knew this from our feedback from our placement and university mentors. Together, we discussed what we would like to cover and learn. Furthermore, we discussed what interested us about this topic. As a result, we developed the question as follows: "How can we improve pupil self-reflection through self-Assessment for Learning strategies?"

#### Literature Overview:

The issue of AFL strategies and a child's ability to adequately self-reflect has been the topic of debate and research for decades. Indeed, since the introduction of such strategies, there have been those who have questioned and pondered their effectiveness. I have taken the time to delve deeper into the wide range of literature available on this topic. What I have found is a myriad of opinions and views about the successful implementation of AFL strategies and pupil self-reflection.

Firstly, it should be noted Dudley, P. and Gowing, E. (2012, p.126) describe reflective study as one of the defining characteristics of professional practise. This view therefore claims that as professional practitioners, it is our duty to provide adequate opportunities for pupils to reflect in order for them to grow, expand and improve their cognitive development. Yet to merely provide these opportunities would fall short of what is expected in the modern age. Schon would argue, and indeed I would support the notion that all teachers must engage with the results of said reflection opportunities. In this way, practitioners can promote and adjust their policies in order for pupils to get the most out of their self-reflection.

This is further supported by Briggs et al. (2003) who state that the meaning of self-reflection can be linked to the term self-assessment. This comes from the Latin 'assidered' which in turn means to sit beside. Therefore, one could argue that in order to self-reflect, an observer should be present to monitor and guide the pupil. It is crucial however that the practitioner does not influence the reflection process in anyway. This will prevent any tampering of the reflection results and provide a true

image of the pupils current understanding of the topic. Briggs expands further by strongly advocating the use of regular self-reflection policies. This can be seen in the quote “Children need to have the skills to ask for help and the ethos of the school should encourage them to do so” Briggs et al. (2003, pp, 40). Consequently, these skills are developed by children recognising and understanding what they do and do not know. Furthermore, these skills must be implemented on a whole school level. This will assure a continuous and systematic approach to the self-reflection of all pupils throughout the entirety of their primary education.

James, M. and Pedder, D. (2006, p28) are additional advocates for the use of self-reflection strategies, who describe children who use self-reflection as “animators of their own effective teaching and learning process”. One could make the link then, that a child who takes charge of their ability to self-reflect will also take charge of other aspects of their life, in particular their education. Therefore, this child will evolve into an ambitious, capable learner, a core aim of the Successful Futures report.

An important and often over looked component of learning is the concept of pupil ownership. Glasser (1965) proposes that children have 5 core needs: survival, freedom, power, belonging and love and fun. The key need here is power. By encouraging self-reflection, children gain reasonability, and thus power over their own learning. By fulfilling this basic need, not only do we provide a good learning experience for our children, but we prepare them for later life. This idea of promoting responsibility is further supported by James, M. and Pedder, D. (2006). The use of AFL strategies is at the core of the new and upcoming curriculum. It is believed by people such as Donaldson that the use of these strategies will promote independent and ambitious individuals, ready for life in the world of the 21<sup>st</sup> century. This is because they can critically analyse and evaluate how and why their unique and specific challenges are arising. In addition, they will thus have the skills and abilities available to them to tackle these challenges.

However, the use of self-assessment is not without its issues. Wragg, E.C. (2001) argues that the use of pupil led self-assessment can be distressing and undermine a child. It is argued that these methods, whilst having good intentions, instead hamper a pupil’s ability to grow by crushing their self-confidence and installing a sense of

failure in them. Wragg extends this view further by claiming that some children are extremely and undeservingly harsh on themselves. As a result, they might be too critical of their work when great learning has actually taken place. Yet, it is my view that although this may be the case, children need to learn to accept and recognize both good and bad pieces of work. Both success and failure. For this is the real world we as teachers are preparing them for. The key element however, is how we choose to address this. I recognize the concerns of Wragg and therefore we must ensure that all self-assessment is handled in a delicate and appropriate manner. We must forge a safe and inclusive learning environment within our schools, a place where children are not afraid of failure. A place that promotes success.

### **Explanation of the Lesson Study Design**

In order to collect the relevant data, we used a strict collection method. The specific methodology we used was a lesson study research, which is a form of action research.

The children used specific self-assessment strategies which they had used before with their respective teachers. Therefore, the children already knew how to self-reflect in this way. This method was reintroduced to the pupils at the start of the lesson. Pupils were observed and then a group interview was conducted following the lesson. This was repeated over a series of 3 lessons.

Several methods of data collection were used throughout this process. Firstly, we used observational notes of the lesson as a whole, focusing on the 3 target pupils within the class and their successful or unsuccessful use of self-assessment and self-reflection techniques. These children will have granted both their written and verbal assent and consent. Secondly, we used the general observations and thoughts made by ourselves as researchers. These thoughts and ideas were discussed prior to and after every lesson. Using these thoughts, opinions and ideas as well as our concrete evidence, we made informed alterations to future lessons. Lastly, we held a group interview with the focus pupils and asked them questions about how they felt about their reflection. (See Appendix 7, 13, 18 and 22). We used a Dictaphone to record the pupils' interview. This was used so that we could focus on the interview when it was taking place in order to gain the most from the

experience. The Dictaphone was then replayed immediately when the children had left to transcribe word for word what had occurred. This evidence played a crucial role in our research and the evolution of this investigation.

An essential part of this investigation revolves around the observational notes. These notes provided the core of the research. The data collected from these notes consisted of pupil observations with regards to how they fared during the lesson and how effective their use of self-assessment and self-reflection was. This was because the aim of this investigation was to measure pupil effectiveness when it came to self-reflection and self-assessment. Therefore, the use of observational notes was the most effective method to conduct this research. These notes were taken throughout the lesson by the two observers. These lessons were split into four different phases as well as containing an additional interview. All of these sections were recorded using observational notes. (See Appendix 1). This form of data collection is acceptable and pragmatic because of the strict following of the ethical procedure of both the school and university, and the attainment of consent and assent from pupils. Furthermore, we had the full support of all classroom teachers. The benefit of a group of three meant that we had an additional person to analyse and critique our lessons. This meant we were more effective throughout this process because of the extra thoughts and viewpoints available to us.

The data was recorded using a qualitative data scale (See Appendix 1)., however, this was used only to inform the research's quantitative data. The data was analysed after every lesson. We did this by working and talking collaboratively as a team, working out what did and didn't work, using the notes and what we all had seen and observed. After this was completed we justified and gave opinions for the different ways with which we wished to move the investigation forward by improving upon the prior lessons. This was repeated after every lesson. In addition, the person who taught the lesson wrote a reflection on how they thought the lesson went and what could have been improved. (See Appendix 14,19 and 23).

The reflections were captured using a form based on Peter Dudley's lesson study guide (See Appendix 1). This was because he is a leading theorist when it comes to this form of active research. Therefore, we utilized his advice and implemented it into our own action research. The data collected consisted of observations made during

the lesson as well as answers and conduct during the interview. This was again analysed as a group after every lesson. This was done to ensure that progression was made where possible across this investigation.

The chosen pupils were chosen as target pupils because they had granted their consent and assent. They were chosen with the input of the class teacher. These particular children were chosen because they had good attendance and were very vocal and responsible children. Therefore, we knew we could rely on them to conduct a sensible and reliable interview. There were three pupils per class resulting in a net total of nine pupils. These children ranged from reception to year 2 (ages 4-7). As a result, we had a wealth of research to draw upon because our research was conducted across the breadth of the foundation phase, excluding the Nursery.

### **Ethical Considerations:**

In order to undertake this research in a professional manner, as a group we have adhered to the ethical procedures and safeguarding policies of the University of Wales Trinity Saint David and the respective schools we have visited. In addition, we have read and used the following literature to inform ourselves as to the correct methods to complete this investigation:

British Educational Research Association: Ethical Guidelines for Educational Research (2011)

*University of Wales, Trinity Saint David: Research Ethics and Integrity Code of Practice, (2017)*

*Education Workforce Council: Code of Professional Conduct and Practice for Registrants with the Education Workforce Council (2017)*

Taking this information into consideration, it was imperative that the children were aware of what was happening in the classroom. Therefore, children were asked for their verbal assent which was later confirmed via a signature from the class teacher. In addition to this, children granted their written assent by listening to a statement from ourselves at the start of the lesson explaining the purpose of the lesson. This

was worded in a suitable and familiar way for the age range of 4 to 7 years of age. Children then circled a smiley face for yes and a sad face for no which was again signed for by the class teacher who observed this practise.

All children were treated the same to ensure a positive and professional teaching environment. Children were made aware of the fact that they could drop out at any time if they desire and were not obliged to partake in the interviews. Participants of the interview were made aware that should they choose to withdraw from the research there would be no negative consequences. The entire investigation was monitored by a member of staff from the school and the interviews were conducted in an easily accessible classroom with windows and the door open. There were no incentives or pressure placed on the children throughout the course of the investigation. All these measures were put in place to ensure there was minimal distress placed on the children.

All data collected was stored securely on a password protected memory stick (following write-up of collected evidence) throughout the completion of the research and its protection will comply with the Data Protection Act (1998). All data was made confidential; therefore, no pupils will be able to be identified from the data collected and are thus anonymous. Furthermore, all data collected during the interviews will be handled in line with the school's guidelines and policy and destroyed where deemed appropriate.

All teaching was conducted at the front of the classroom, in plain sight, supervised by a school teacher and LSA staff at all times. Furthermore, my colleagues were also in view. This was repeated in every school and for the interviews. The classroom was easily accessible with open windows and the door was open. For furthermore information please refer to the attached ethics form document.

### **Lesson Study Analysis:**

The first lesson focused on the age ranges 4-5. The class was a mixed class of reception and year 1 pupils. The pupils were given a carousel of activities to complete and every child partook in these activities. We had to observe one activity in particular as this was the focus task. Children were given the task of counting one more and one less. For example, what number follows 5 and what number comes before 5. Counting backwards in particular proved to be extremely tricky. Children were given little toy chicks, a number line and their peers to help them (See Appendix 6,9,10 and 11). My colleague was also present to assist as she was teaching. In this lesson children were to use RAG rating fans. Children were to select the colour that they currently felt best represented their understanding of the topic (See Appendix 8). This was something that some of the children had used before. However, it became apparent that these fans were seen more as novelty toys and did prove to be distracting and detrimental to learning.

*The following analysis was made from using the observation notes from Appendix 12.*

Pupil A began the lesson with signs of clearly understanding for the topic. This was demonstrated by pupil A showing what came after the number 6. However, the RAG rating fans provided to her proved to be a distraction. Pupil A would often fiddle with fan, to the extent she often missed key points that the teacher was trying to convey. Yet, Pupil A did show signs of reflection. She paid a great deal of time looking at and deciding what rating to give herself. Therefore, whilst this reflection was being done at an inconvenient time, hampering her learning, she was nonetheless trying to gauge her understanding of the topic.

Despite pupil A's difficulties with one less, pupil A was very confident with one more and as such rated her understanding as Green. Pupil A reinforced this reasoning by demonstrating her abilities to add one more using the chick and the number line, jumping from 0 to 1, visually justifying the answer given. However, Pupil A was unable to demonstrate the ability to count one less and seemed oblivious to this fact. Therefore, by using the Ludens Scale (see Appendix 4) pupil A was given the self-reflective score of 1: very low.

Transitioning onto the next phase of the lesson pupil A continued to show a good understanding of the worksheet provided and hard 'one-more' questions. However, Pupil A failed to read questions properly and realise that the questions had changed to one less. This shows that even though a pupil can understand a topic and may very well select a positive self-reflective score, if the pupil is unable to correctly read the questions then the reflection is meaningless and shows a limited understanding. This was rectified by the teacher and pupil A who seemed to understand when supported by an adult, an example being to accurately answer one less questions using the resources when the question was read out and explained to pupil A. The situation reverted to previous behaviour however, when the support was taken away. To the credit of pupil, A, attempts were made to check work produced with that of a peer, but pupil A was merely looking at the answers and not using the resources provided.

A clear depiction of the understanding and self-reflective abilities can be shown in Appendix 13.

As we can see pupil A seems to actively seek to choose the green option to indicate complete understanding. This might be a factor of age, perhaps fear of not understanding and being in trouble and/or feeling inadequate, despite the reassurance and positive nature of my colleague. This option seems to be used to deflect and hide any misunderstanding, to stay under the radar. Therefore, one could argue that this is a failure of the self-reflective system. Pupil A selected the green face which did not correlate with understanding. Again, Pupil A was awarded a level 1 in self-reflection.

Finally, Pupil A showed a clear Lack of developed reflection throughout the remainder of the lesson, despite repeating the task to show understanding, Pupil A struggled to articulate what was happening. Pupil A was once more given a level 1 in self-reflection, as pupil A selected green but still showed signs of confusion with regards to counting one less.

Overall Pupil A showed clear understanding of one more, but showed very little awareness of self-reflection, seemingly choosing the colour that was thought to be the "correct" or "desired" answer.

Further evidence shows that this use of RAG was particularly ineffective for children of this age. Pupil B for example, was very confused when asked to present a RAG rating of their understanding for different points of the lesson. Initially this pupil presented the teacher with all three colours of the fan and only after its use was explained thoroughly, pupil B able to respond in an adequate manner. This shows that pupils of this age find it particularly hard to reflect upon their own learning. Furthermore, even though these methods have been explained it is now doubtful that it is reliable. However, one could argue that perhaps these pupils, given their age, merely need teacher scaffolding in order to self-reflect, as Pupil B was able to select their own colour. Yet this is not a practical approach even in a Foundation Phase environment where there is a teacher and TAs available, to provide scaffolding for every pupil to self-reflect for every lesson would be incredibly time consuming and not practical in the daily running of school life.

Pupil C was a prime example that this particular method of self-reflection is ineffective. Pupil C, throughout the lesson, struggled to concentrate and focus on the work, let alone reflect in any meaningful way. An example of this was when pupil C was using the self-reflection fan to fan themselves. This further distracted pupil C and instead of using the fan to help with his understanding, the fan served only to distract and hamper the learning. It was seen as a toy, all be it a colourful and fun one. Once more, the age of these pupils comes into play. Children of this age cannot be trusted to have something colourful and new in front of them and not play with them. Especially children prone to getting distracted like Pupil C, this was something that came up in the analysis with my colleges and I. In the future, we decided if we were to use the fans again we could keep them and hand them out to pupils only when the time for reflection came. This would prevent their misuse for the majority of the lesson and enable the pupils to focus on the learning aspect of the lesson.

Throughout the lesson, Pupil C's self-reflection fluctuated between 1 and 2 (very low and low respectively). This was due to the fact that pupil C lacked concentration and thus the ability to meaningfully reflect upon his understandings. However, the reason he fluctuated and showed minor signs of improvement was because unlike Pupil A for example, when working one to one with the class teacher, pupil C showed a capability to use the self-reflection fans in an appropriate manner. For example, pupil C was able to recognize when he was unable to fully grasp concepts and as such

rated himself as Amber, which later improved to Green when his abilities improved. However, because this reflection was scaffolded we capped his reflection score to a maximum of 2.

With regards to the interview (See Appendix 13), the lack of pupil understanding with regards to this AFL strategy became even more apparent. For example, when asked to justify what they liked or disliked about the strategy, Pupil B responded that they made him feel happy because he likes the green colour. This indicates that pupils are selecting answers not based upon their reflection but based on what colours they enjoy. Thus, this would make the entire reflective process irrelevant and unreliable. Pupils might be selecting green as their favourite colour, but this would indicate that they child has a firm grasp of a subject when perhaps they do not. Therefore, it is crucial to pair children's RAG ratings with their work in order to determine a definitive answer.

Moving forward into the next lesson, my group and I decided to expand our use of AFL strategies further. Although the reflective responses of the children were low, we agreed that continuing to provide the children with the opportunity to be self-reflective throughout the lesson was essential. Therefore, we determined that moving into the next lesson, we would maintain this aspect but add an element of peer support as well. This would be done by the children talking to their learning partners about their reflection and justifying to each other why they felt that way. This would therefore unlock a new level of cognitive understanding and reflection.

The next lesson was taught by myself (See Appendix 15 and 16). The following analysis will be written using the lesson observation as a guide (See Appendix 17). In this lesson we focused on the use of a RAG strategy I have invented called "Sizzle, Crackle and Pop" (Green, Amber, Red respectively). Children were to make an active gesture and noise depending on their understanding. My reasoning behind this was that an active and humorous approach to self-reflection might have a bigger impact on children of a young age. In addition, it meant there was nothing to distract them or play around with.

One point that was clear throughout this lesson was that both Pupils D and F chose their ratings with no hesitation. This reveals to us that these pupils were not reflecting with any degree of deep thought about their understanding or capabilities,

but merely gut instinct. As a result, Pupils D and F all scored a reflective score of 2. This was because pupils D and F could offer only basic opinions to justify their views on their self-reflection. There was a pleasant anomaly however with Pupil E. Pupil E showed good progression across the lesson with regards to their self-reflection. Pupil E started the lesson with a self-reflection score of 2, the same as pupils D and F. However, unlike their peers, Pupil E transitioned from giving basic opinions to moderate views and reasons to justify their reflective choices. This progression resulted from the newly added feature of the use of learning partners in self-reflection. Pupil E commented to their partner that “I thought it was easy because the bunny was big, so it was easy to measure.” This comment depicts an improved level of self-assessment and reflection. Pupil E stated that had the teeth been smaller, they would have been more difficult to measure with these rulers. This more detailed analysis and hypothesising about different scenarios showed a higher level of reflection upon their work. As a result Pupil E was awarded a self-reflection score of 3 – moderate. This is interesting because before the use of learning partners, Pupil F was awarded a self-reflection of 2. Therefore, one could argue that it was this use of learning partners that propelled pupil F into a new level of cognitive understanding. This would be because the pupil had to justify and explain why they rated their understanding in a particular way. This would have a better impact on the children than justifying to a teacher who would be seen as a figure of authority and thus perhaps, to justify to such a figure could prove to be intimidating. Yet it is worth noting that pupils D and F did not obtain the same reflective results, even with the addition of learning partners. Therefore, it should be noted that whilst the introduction of learning partners in self-reflection does have a positive impact, it does not impact all children in the same way and additional strategies and techniques are needed to extend the reflective capabilities of the entire class.

From the interview questions (See Appendix 18), I in particular wanted to see how effective an interactive and “fun” RAG strategy would work. I believe that a fun learning atmosphere yields the best results, so I was particularly eager to see if this translated into reflective strategies. During the interview pupil D claimed that “I like sizzle because it sounds like a sausage, crackle because it sounds like crisps crackling and I like pop because it’s like a can of pop popping. It’s funny.” This was

expanded further when asked how or even if this strategy helped with reflection by Pupil D. "It helps us to learn because... I don't like saying comfort zone, learning zone or panic zone, I like saying sizzle, crackle or pop." This was further reinforced by the contributions of Pupil F "I like sizzle, crackle and pop because I don't just like saying the normal words." As we can see these pupils believe that a less formal and more interactive approach to self-reflection is the way forward. As it is these children who have to reflect, it is evidently beneficial to use an approach which they are comfortable with. On the other hand, though, Pupil E did not agree with his fellow students. Pupil E claimed that self-reflective polices do not help him learn at all and are merely a fun game to play. Evidently then there is a fine balance to this style of reflective policy, as pupil E did show the greatest instance of reflection. Possibly pupil E was unaware of the scope of his reflection because of the fun. Nonetheless there was clearly a fine line between fun and fun with a purpose.

To conclude this lesson, all children achieved and exceeded the lessons learning objectives. The reflection on a whole was basic but once the use of learning partners was introduced, signs of improvements were shown. Moving forward, we decided to introduce practical props that the pupils could use which might make it easier for the pupils to articulate their reflective views.

Moving into the final lesson (See Appendix 20), we combined previous strategies and added new measures. This included multiple opportunities for self-assessment and self-reflection, using peer support to justify and gage self-assessment and self-reflection from the previous two lessons with the addition of practical resources. These resources were Lollipop sticks with the children's names on. Children would place their personal lollipop stick into either a red, yellow or green pot.

The last lesson will be written using the lesson observation as a reference. (See Appendix 21).

With the addition of these extra measures the children showed an increased level of self-reflection, more so than the other two groups. Pupils G, H and I all scored a self-reflection score that was higher than those of Pupils A, B, C, D, E and F. This was because throughout the lesson, these pupils could justify with reasons, and in the case of Pupil I, recognise new and improved methods to approach their work. This was further reinforced by opinions about their learning. This is even more

impressive in the fact that the ages of pupils G, H and I were the same as pupils A, B and C but younger than that of D, E and F. This shows that self-reflective capability is not based on age, and that just because one set of children of a particular age can achieve a certain reflection level, doesn't mean that it cannot be improved. This is contra to the findings of the first lesson, which concluded that the young age of the pupils made it hard for them to take their reflections seriously. Therefore, it is evident that the increasing measures we have put in place have had a positive impact on the reflective capabilities of these young learners.

Furthermore, the use of practical props in this lesson was far more controlled than in the first lesson. This is another reason why these pupils attained higher marks. They were not distracted from their learning with new toys to play with and when the time came to reflect, it was meaningful and purposeful.

However, this is not to say that the ages of these children had no negative impact on their ability to self-reflect. Pupil I for example stated in the interview that "I like green because it was my favourite colour." (See Appendix 23). This is dangerous territory and something that cannot be ignored. The risk here is that Pupil I, or indeed any other pupil, will select a colour not based on their reflective capability, but on their fondness for a certain colour. Picking what they like as opposed to what they feel. This is something that has been consistent throughout this process, be it as a result of colours, fun names or enjoyable props. Unfortunately, this problem is a common one. Given a multiple-choice option, a child has the possibility to be drawn to its favourite answer. The key I believe to this issue is education on the importance of self-reflection and practice. Due to the nature of this assignment, these are things we as developing practitioners could not develop in such a small space of time, but moving forward, could prove to be invaluable.

To conclude this analysis, the data and our observations have revealed to us that a continuous, informed approach to classroom RAG practise is crucial. Children need to be aware of what they are doing in terms of self-reflection and why they are doing it. Evidence clearly shows that the incorporation of multiple reflection opportunities, discussion with learning partners and physical practical props all have a marked benefit when it comes to pupils' self-reflective capabilities. This is not to say however

that there are not challenges. The age of the pupils can lead them to believe that these strategies are lighter hearted and fun than they actually are, and pupils are prone to not thinking too deeply about their reflections, instead picking an option that they like or enjoy. With consistent serious use however, these attitudes should subside. As shown by our selection of pupils, children of this age range, and indeed of all age ranges are more than capable of developing their own understanding and evolving their reflective cognitive capabilities.

### **Discussion of Research findings and Literature:**

Throughout this investigation I have uncovered and discovered many things. I feel that this investigation has provided ample evidence to show that the use of self-reflection policies is not only beneficial, but essential in order to ensure that the children of today evolve into the confident, independent and ambitious adults of tomorrow. We have learnt however, that not all AFL strategies are made equal and that it takes a combination of multiple strategies in order to yield the most beneficial results. In addition, these policies need to be monitored and scrutinised closely and consistently so that the children acquire the desired results. It is crucial therefore, that AFL strategies are conducted throughout the lesson. It is essential that children are given multiple opportunities to reflect upon their learning and current understanding of a given topic. In addition, it is vital that children communicate this understanding and justify their reasoning with their peers through the use of learning partners. This helps the child to process and rationalise their opinions. Finally, especially given the age of the children in the primary setting, particularly in the Foundation Phase, the use of practical tools, to engage the pupils and to scaffold their reflections, is indispensable.

These views are justified by the views and work of Vygotsky, who advocates pupil led learning. All three of these measures, and indeed the use of self-assessment as a whole, is a prime example of this pupil led learning and clearly, as shown throughout this investigation has a positive effect on pupil self-reflection (Gray, C. and MacBlain S. 2015 p. 105).

Again, the quote from James, M. and Pedder, D. (2006, p. 28) “animators of their own effective teaching and learning process”, links well to our research. The most

engaged pupils came at the latter stages of our investigation. This is because these pupils were subject to all of the engaging strategies that we had put in place.

Therefore, linking with the work of James, M. and Pedder, D. (2006), this research shows that the greater the levels of AFL engagement, the greater the levels of pupil self-reflection.

### **Conclusion:**

In order to conclude this investigation, we must draw upon the research gathered and critically examine the research lessons. Throughout this investigation I believe that the methods used to collect data were reliable. Firstly, this method of action research has the historical evidence to support it. These methods have been in use in Japan since the 1870's and are now being adopted by the West. In addition, Japan scores highly on the international stage with regards to education. Clearly then these methods of assessments yield great results. Secondly, these methods are supported in theory by both Vygotsky and Dudley. These theorists are some of the leading theorists in their field. Therefore, they have ample evidence and reasoning to promote these methods. Furthermore, these methods are not conducted by an isolated member of the teaching profession. They are instead conducted in a cooperative and progressive manner. As these methods are conducted collaboratively, they are open to many forms of scrutiny. Furthermore, this means they are always reliable as they are open to many differing views and opinions. However, one could argue that if the collaborative research team did not work efficiently together, this could hamper the reliability of this method, yet this was not the case with my team. We worked well together and as a result our methods were strengthened. In addition, as this method is conducted in a classroom environment and observed first hand, you can accurately measure the real time responses of the pupils to the tasks that have been set.

However, as with any method there are weaknesses. One weakness is that the questioning method was perhaps too intense for the children of this age. Although the questions were simplified as much as possible in light of the age range we were working with, the challenge of conducting an interview with these children was significant. Furthermore, there were times when it felt like the children were being led

into answers because they didn't know how to answer or what the question meant. Therefore, this limited the pupils' level of honest feedback and reflection.

A second weakness that is worth highlighting was the amount of time available to us. Given the nature of this assignment, we were very limited on time. In future practise and to gain meaningful answers and results, this research should be conducted over a long course of time, not a handful of hours. Considering this, if I were to conduct the lessons again I would conduct the research over a longer period. This would ensure that our results were accurate. Furthermore, I would increase the number of observed pupils using this increased time to gather a wider amount of research, increasing the reliability of my findings.

This is not to say that I have not learned a great deal with regards to pupil's self-reflection and evaluation during this assignment. Moving forward into my future school practice and using the research I have gathered, I will ensure that any self-reflective policies include practical instruments as well as the inclusion of peer learning. In addition, I will ensure that these strategies are carried out whenever possible throughout the lesson without hindering the educational content of the lesson.

This assignment therefore has been invaluable. It has enabled me to improve as a practising professional with regards to pupil self-reflection as I now know the appropriate and effective ways with which to promote pupil self-reflection in the classroom.

## **Recommendations:**

Based on the research I have gathered as part of a collaborative team, I have no reservations about recommending that all teachers include regular, active and collaborative self-assessment strategies within their classrooms. Whilst I acknowledge that this might be an issue with regards to time management, I believe that with constant application of these self-assessment strategies that this issue will be resolved by experience. This investigation has helped me develop not only as an overall professional practitioner but has also expanded my knowledge of effective self-assessment strategies. I feel very confident in implementing what I have learnt into my future practise both on my next placement and beyond into my NQT year.

If I did this lesson study research again there are some minor adjustments I would make. Firstly, I would incorporate a larger network of people to conduct the research with. It is my view that by working with a larger network of pupil, more viewpoints and opinions would be incorporated into the research. In addition, this would provide us with a multitude of classes and children to observe.

I would also increase the number of sample children observed. I would do this to expand the range of results gathered so that the data would be more reliable. Finally, I would increase the amount of time with which we had to conduct this research. This would enable the teaching and observations of the same children over multiple lessons and over multiple days or even weeks. This would enable us to refine our policies and ensure what we had observed was not an anomaly.

Throughout this investigation I have worked collaboratively with a triad. As a triad we reflected on our own work and findings together. We sought advice from each other and adjusted our current practice to help improve our teaching approaches. This is a form of sharing good practise which is essential in any investigation.

To summarise this investigation: All children should be exposed to regular, interactive and peer-based discussion self-assessment strategies in order to improve their self-reflection.

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## Appendix

### Appendix 1 Pupil Observation Schedule.

⊕
Learning objective:
Lesson:
Observers:

Research focus: How can we improve pupil self-reflection through self-Assessment for Learning strategies?

Strategy used:

| Pupil                               |       | Pupil                                   |       | Pupil                                   |       |
|-------------------------------------|-------|-----------------------------------------|-------|-----------------------------------------|-------|
| Stage: 1                            | Time: | Stage: 1                                | Time: | Stage: 1                                | Time: |
| Observation:                        |       | Observation:                            |       | Observation:                            |       |
| RAG rating:                         |       | RAG rating:                             |       | RAG rating:                             |       |
| Perceived level of self-reflection: |       | Perceived level of self-reflection:     |       | Perceived level of self-reflection:     |       |
| Stage: 2                            | Time: | Stage: 2                                | Time: | Stage: 2                                | Time: |
| Observation:                        |       | Observation:                            |       | Observation:                            |       |
| RAG rating:                         |       | RAG rating:                             |       | RAG rating:                             |       |
| Perceived level of self-reflection: |       | Perceived level of self-reflection: Low |       | Perceived level of self-reflection: Low |       |
| Stage: 3                            | Time: | Stage: 3                                | Time: | Stage: 3                                | Time: |
| Observation:                        |       | Observation:                            |       | Observation:                            |       |
| RAG rating:                         |       | RAG rating:                             |       | RAG rating:                             |       |
| Perceived level of self-reflection: |       | Perceived level of self-reflection:     |       | Perceived level of self-reflection:     |       |
| Stage: 4                            | Time: | Stage: 4                                | Time: | Stage: 4                                | Time: |
| Observation:                        |       | Observation:                            |       | Observation:                            |       |
| RAG rating:                         |       | RAG rating:                             |       | RAG rating:                             |       |
| Perceived level of self-reflection: |       | Perceived level of self-reflection:     |       | Perceived level of self-reflection:     |       |

Brief observer reflections (following lesson and focus group interview)

Brief observer reflections (following lesson and focus group interview)

Brief observer reflections (following lesson and focus group interview)

Next steps:

### Appendix 2 Explanatory statement:

"Good morning/afternoon boys and girls."

"Today I have brought along two friends for you all to meet, Miss Evans and Mr Saunders (use gestures to welcome fellow students). I am going to be teaching you today and while I am teaching you, Miss Evans and Mr Saunders are going to be watching the way you learn. They are interested to see how we use our lollipop sticks (hold up lollipop sticks) to think about how well we have learned. We will be using our lollipop sticks lots during today's lesson as this will help Miss Evans and Mr Saunders to see how you are all getting on in the lesson."

"I am going to be asking you lots of questions when you are using your lollipop sticks today to help you to get better at thinking about your learning."

"So, would you like to help show my friends how we use our lollipop sticks?"

(Verbal assent) "Hands up for yes."

"Thank you for your answers boys and girls. I would like you to look at this sheet now (written assent sheet). It has all your names on it and asks you to circle yes or no. Yes is the happy face and no is the sad face."

(Written assent) "You need circle the happy face if you would like to help my friends today **or** circle the sad face if you would not like to." (Use facial expressions and gestures to emphasise yes and no).

"Does everybody understand?"

*\*Work around pupils with sheet and pencil\**

 = Change as applicable

### Appendix 3 - Teacher Consent Form:

This form is to confirm that all pupils involved in the research undertaken by PGCE students of UWTSD:

- have obtained parental consent/consent from a guardian
- have assented freely and individually to participate in the research
- have assented in the presence of the class teacher
- understand that they are free to refuse to participate in the research, and will simply be incorporated in the normal lesson and classroom practice and routines of the day
- should feel comfortable in the learning environment and that every consideration will be given by practitioners involved to ensure their well-being and comfort should be maintained for the duration of the session
- should be made aware that they have the right not to answer specific questions if they feel uncomfortable doing so, without needing to give a reason for doing so

### **Class Teacher/Mentor/Senior Mentor:**

I have observed that all children involved in the research have given their assent to participate in the research session, and have done so freely and willingly. The students involved in the research have abided by the above considerations and explained to the class for providing a full explanation of the terms and conditions of the session, and the requirements of the pupils taking part in the research.

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

Signed: \_\_\_\_\_

**Students:**

Primary Investigator:

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

Signed: \_\_\_\_\_

Non-Participatory Observers:

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

Signed: \_\_\_\_\_

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

Signed: \_\_\_\_\_

Appendix 4 - Self Reflection Scale:

| Level of self-reflection |           | Description of self-reflection levels                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                        | Very low  | Pupil provides very little or no honest feedback on their current progress and level of understanding. Lack of questioning or discussion with peers/practitioner. Provides limited contribution to identifying their next steps. Significant periods of disengagement with the self-assessment strategy used. Shows little or no alteration of their RAG rating due to very low quality of self-reflection, with little explanation or understanding. Requires consistent assistance throughout the lesson. Pupil is easily distracted and provides very little contribution to self-assessing their progress in an honest manner, perhaps copying that of others. Experiences difficulty with the lesson content but does not attempt to modify their RAG rating. They show little or no engagement with feedback provided by the practitioner. Lacks understanding of how they can progress. Comments or actions are repetitive and display very little development throughout the lesson.                                                                                                                                                                     |
| 2                        | Low       | Pupil provides some feedback on their current progress and level of understanding. They present some basic questions by questioning the unfamiliar, but are mostly prompted by the practitioner. Provides some contribution to identifying their next steps, but are mostly prompted by the practitioner. Shows some, yet infrequent, engagement with the self-assessment strategy used. Acknowledges need for alteration of their RAG rating when necessary, but this is mostly driven by the practitioner. Requires regular assistance throughout the lesson. Pupil provides some contribution to self-assessing their progress in an honest manner. Experiences difficulty with the lesson content but only attempts to modify their RAG rating when prompted. They show little engagement with feedback provided by the practitioner. Shows some understanding of how they can progress and can engage in very simple discussion with others when prompted. Comments or actions are not highly repetitive and show some development throughout the lesson.                                                                                                   |
| 3                        | Moderate  | Pupil provides some feedback on their current progress and level of understanding. They present some questions by questioning the unfamiliar, but are often prompted by the practitioner. Provides good contribution to identifying their next steps, showing some understanding of their own development and progress without being fully prompted by the practitioner. Shows some engagement with the self-assessment strategy used. Acknowledges need for alteration of their RAG rating when necessary, with some support from the practitioner. Requires some assistance throughout the lesson. Pupil provides good contribution to self-assessing their progress in an honest manner. Experiences some difficulty with the lesson content and <b>recognises</b> the need to modify their RAG rating when prompted. They show some engagement with feedback provided by the practitioner. Shows some understanding of how they can progress and can engage in simple discussion with others when necessary. Comments or actions are not highly repetitive and show some development throughout the lesson.                                                  |
| 4                        | High      | Pupil provides a good amount of feedback on their current progress and level of understanding. They present some questions by questioning the unfamiliar, without being fully prompted by the practitioner. Provides good contribution to identifying their next steps, showing a good understanding of their own development and progress without being fully prompted by the practitioner. Shows good engagement with the self-assessment strategy used. Acknowledges need for alteration of their RAG rating when necessary, with little support from the practitioner. Requires little assistance throughout the lesson. Pupil provides a good, active contribution to self-assessing their progress in an honest manner. Experiences little difficulty with the lesson content and <b>recognises</b> the need to modify their RAG rating when necessary. They show good engagement with feedback provided by the practitioner. Shows a good understanding of how they can progress and can engage in discussion with others when necessary. Comments or actions are not repetitive and show clear development throughout the lesson.                        |
| 5                        | Very high | Pupil provides a good amount of in-depth and honest feedback on their current progress and level of understanding. They present questions by questioning the unfamiliar, without being prompted by the practitioner. Provides good contribution to identifying their next steps, showing a good understanding of their own development and progress without being prompted by the practitioner. Shows good engagement with the self-assessment strategy used. Acknowledges need for alteration of their RAG rating when necessary, without support from the practitioner. Requires little or no assistance throughout the lesson. Pupil provides a good, active contribution to self-assessing their progress in a very honest manner. Experiences little or no difficulty with the lesson content and <b>recognises</b> the need to modify their RAG rating when necessary. They show good engagement with feedback provided by the practitioner. Shows a good understanding of how they can progress and can engage in complex discussion with others when necessary. Comments or actions are not repetitive and show clear development throughout the lesson. |

## Appendix 5 Written Assent Sheet

| Pupil name | Yes / No                                                                                                                                                                    |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |   |
|            |   |
|            |   |
|            |   |
|            |   |
|            |   |

## Appendix 6 - AFL Sentence Starters

I am GREEN because...

I was good at...

Today I learned...

I found it easy to...

I am YELLOW because...

I was good at...

I think I need to practise...

I would like help with...

I am RED because...

I think I need to practise...

I would like help with...

I would like to get better at...

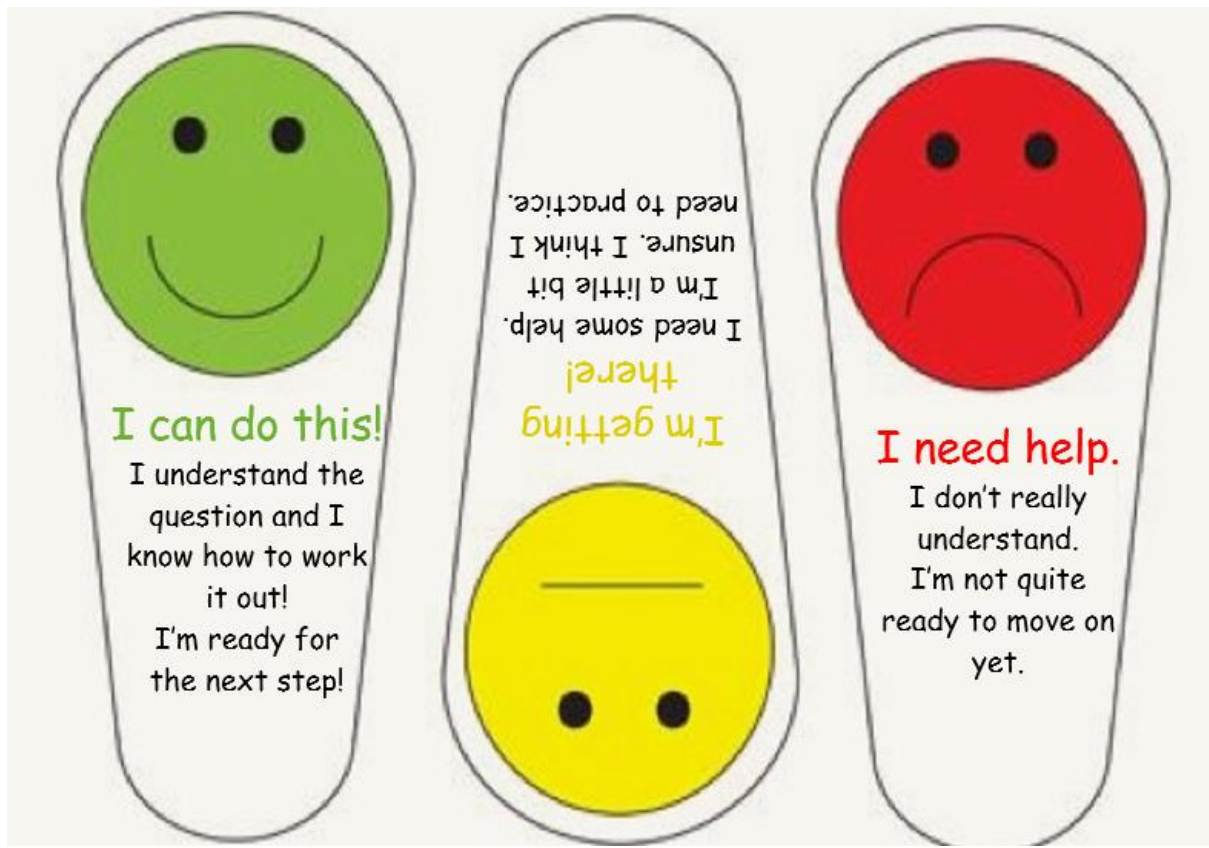
Appendix 7 Interview Questions:

### Focus Group Interview Questions:

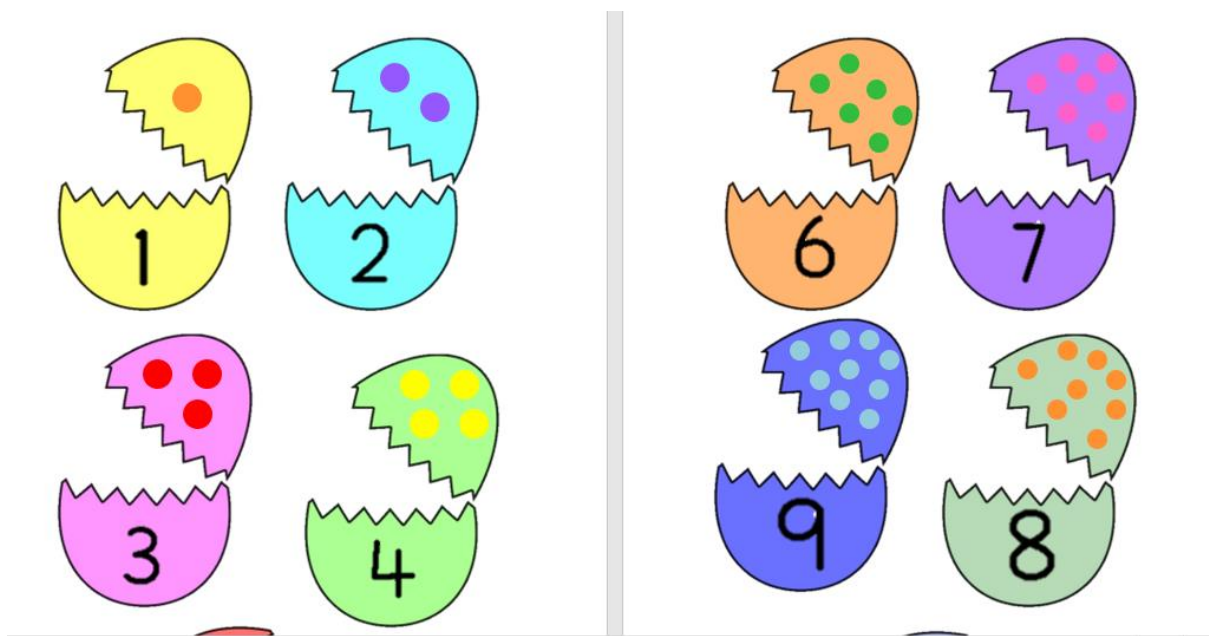
1. What did you like or not like about the tools (*Miss Evans/Miss Bell/Mr Saunders*) used today to help you use your (*your fans / your lollipop sticks / 'Sizzle, Crackle and Pop'*)?
2. How do you think these tools helped you with your learning?
  - Why did using these tools help you?

3. Why did you choose this rating?
  - What does the traffic light colour mean for you?
4. What do you need to do to make your learning better?
  - How did you find this out?
5. How did the tools help you to know how to get better?
  - How did (*Miss Evans/Miss Bell/Mr Saunders*) help you to know how to get better?
6. What did you like best about using (*your fans / your lollipop sticks / 'Snap, Crackle and Pop'*) today?
  - Why did you like this best?

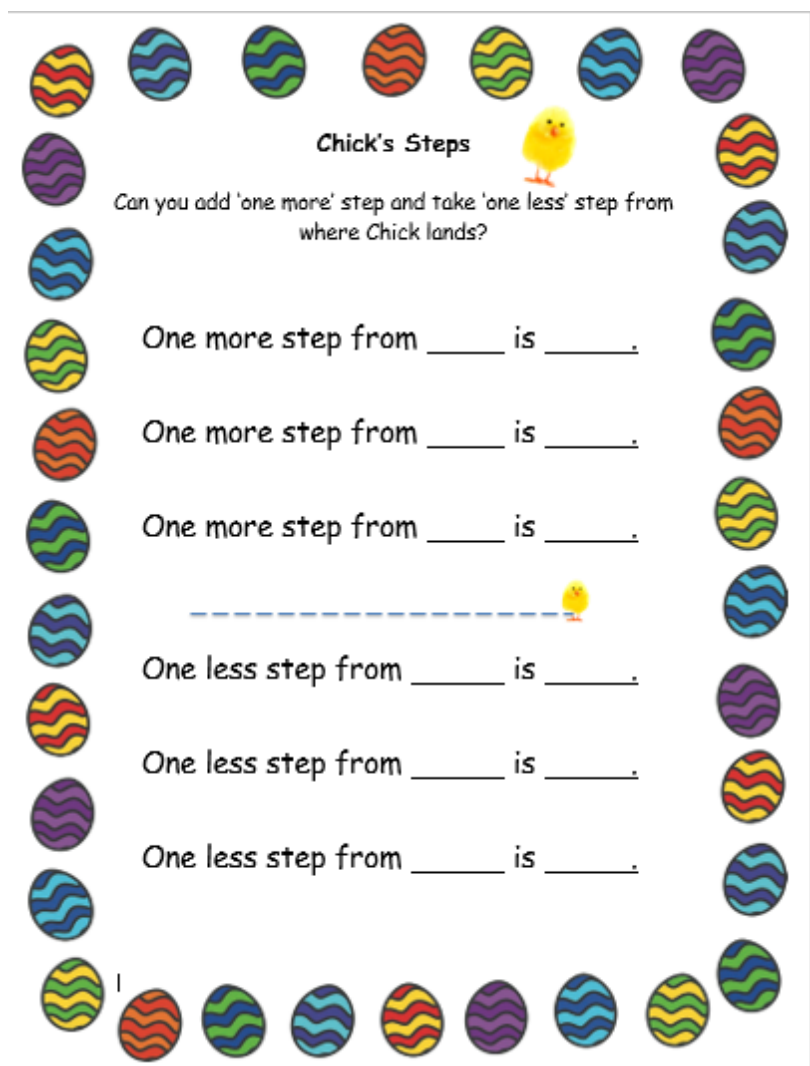
Appendix 8 - RAG Fans for Lesson 1



Appendix 9 - Lesson One Counting Eggs



Appendix 10 Lesson 1 Work Sheet



**Chick's Steps**

Can you add 'one more' step and take 'one less' step from where Chick lands?

One more step from \_\_\_\_\_ is \_\_\_\_\_.

One more step from \_\_\_\_\_ is \_\_\_\_\_.

One more step from \_\_\_\_\_ is \_\_\_\_\_.

-----

One less step from \_\_\_\_\_ is \_\_\_\_\_.

One less step from \_\_\_\_\_ is \_\_\_\_\_.

One less step from \_\_\_\_\_ is \_\_\_\_\_.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of trainee: Bethan Evans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                            | Session ref: n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Date: 27/03/18                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Class: Reception / Y1                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Foundation Phase<br>Focus Plan<br>2d                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Personal target(s) n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                            | Number of learners: 30                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Age: 4-6 yrs                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Learning objectives/intentions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Calculate and recall 'one more' and 'one less' of a number | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Reception:</b> a) recall 'one more' and 'one less' of numbers within 5; b) calculate 'one more' and 'one less' of numbers within 10; c) use the number line to show addition and subtraction<br><b>HA/Year 1:</b> a) recall 'one more' and 'one less' of numbers within 10; b) calculate 'two more' and 'one less' of numbers within 20; c) use the number line correctly to show addition and subtraction; d) identify the direction of addition/subtraction on the number line |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Meeting learners' needs: Differentiated for Reception and Year 1 Curriculum Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Introduction/plenary tasks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                            | <b>Main activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Assessment for Learning (strategies and opportunities)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>This session is building on from prior lessons on the topic of addition and subtraction. The task of this lesson is to see if the children can reflect on their learning efficiently.</p> <p>Prior to the introductory task, we will be undertaking an assent session, whereby the children who have parental consent to participate in the lesson will either assent or refuse to partake in the lesson study. 3 children will be selected prior to the lesson to be part of the data, and participate in the interview at the end of the session.</p> <p><b>Introduction</b><br/>Is there anything special happening this week and next week?<br/>I've heard you've all been working hard since I've been away! Miss Burke told me that you have been looking at adding one more and taking away/one less? Can some people come and show me and my friends how you work this out?<br/>Use pupils at the front to demonstrate calculating one more and one less.</p> <p><b>RAG rating</b> about the task – predominantly based on their opinions.</p> |                                                            | <p><b>Trainee focused task (purpose, outline of trainee's role and children's learning):</b><br/>I will be completing a worksheet with the children based on counting 'one more' and 'one less'. Will do a quick revision of the objective using the chicks and the number lines. <b>RAG rate</b> their understanding of this task.<br/>The children will then be given a worksheet each and also a chick and timeline, one between two.</p> <p><b>Differentiation: LA:</b> Will be completing the task with numbers up to 5. Min. 2 examples each (2 for one more and 2 for one less) Extension: numbers up to 10; <b>MA/HA:</b> completing task with numbers up to 10, 3 examples of each. Extension: attempt one more/less with higher number up to 20; <b>HA/Year 1:</b> completing task with numbers up to 20. These children will also be looking at adding on more than one and taking less than one, e.g. 3 more, 2 less. Extension: if this were one more, what would two more be? How can we work this out?/two more/less of other two digit numbers (without number line).</p> <p>Children will <b>RAG rate</b> after their worksheet task and the extension (if applicable).</p> <p><b>Additional adult tasks (purpose, outline of additional adults' role and children's learning):</b><br/>The LSA/Class Teacher will be completing the same task as trainee.<br/>For more information on additional adults, see attached page.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Number Lines, Worksheets</b> – Focus Task</p> <p><b>RAG fans</b> – Focus Task</p> <p><b>Yellow counting chicks</b> – Focus Task</p> <p><b>Yellow Eggs, 'Cracked' number eggs</b> – Enhanced Provision</p> <p><b>PowerPoint</b> – plenary</p> <p><b>VOCABULARY</b><br/>More<br/>Less<br/>Add<br/>Take-away<br/>Self-assess/RAG</p> <p>I think...<br/>It is... because...<br/>I found this hard because...<br/>I found this easy because...</p> <p><i>Noodles and Rice</i></p> | <p><b>AfL:</b><br/>This session is a lesson study for a research project focusing on how we can improve pupil self-reflection through the use of self-Assessment for Learning techniques. The main technique to be used will be RAG rating themselves.</p> <p><b>The purpose of the session will be to use their RAG rating more frequently within a lesson. There will be a minimum of 4 uses of the RAG fans for self-assessment, 5 uses for pupils who progress on to the extension task.</b></p> <p>How did you work that out? Do you think you could have worked it out a different way? (e.g. number line, putting one number in their head and counting on, etc.)</p> <p>How do you feel about this activity? How would you rate yourself at the moment? Explain your rating.</p> <p><b>Additional Questions:</b><br/>If this were one more, what would two more be? How can we work this out?</p> <p><b>Additional AFL:</b></p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Mini-Plenary</b><br>Children will be stopped at specific points and asked to use their RAG fans to self-assess their work.<br><br><b>Plenary</b><br>Discuss learning – use name cards to ask children for 'one more' or 'one less' of a number.<br>Using PowerPoint to ask questions.<br><br><b>Class will RAG rate their main activity.</b><br><br>***<br><br>We will also be conducting an interview with 3 pre-selected children who have assented and have provided parental consent.                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                              | <b>Independent learning opportunities:</b><br><br>Enhanced:<br><ul style="list-style-type: none"> <li><b>Writing table:</b> Easter worksheets (counting and colouring)</li> <li><b>Outside learning:</b> one more/one less on the chalk number line. Using the dice to find the number and then finding 'one more' and 'one less' of that number. (Weather dependent)</li> <li><b>Maths area:</b> matching up the two halves of the eggs. Using counters to add and take away one more/less. Using the yellow egg, take a number and find one more than that number and then one less. Number lines also available to help.</li> </ul> | Lollipop sticks – Questioning for plenary<br><br>Dnylo i fyry – Questioning for introduction |
| Curriculum coverage (range and skills)<br><b>RECEPTION:</b> Using Number Skills: Calculate using mental and written methods: mentally recall 'one more' of a number within 10; mentally recall 'one less' of a number within 10.<br><b>YEAR 1:</b> Using Number Skills: Calculate using mental and written methods: mentally recall 'one more' of a number within 20; mentally recall 'one less' of a number within 20.                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                              |
| <b>Literacy (LNF/AFL)</b><br><b>RECEPTION:</b> Oracy; Developing and Presenting Information and Ideas; Speaking: talk about things from their experience and share information<br>Oracy; Developing and Presenting Information and Ideas; Collaboration and Discussion: exchange ideas in one-to-one and small group discussions<br><b>YEAR 1:</b> Oracy; Developing and Presenting Information and Ideas; Speaking: talk about things they have made or done, explaining the process.<br>Oracy; Developing and Presenting Information and Ideas; Collaboration and Discussion: contribute to conversations and respond to others, taking turns when prompted; take part in activities with others and talk about what they are doing |                                                                                                                                                                                                                                                                                              | <b>Numeracy (LNF)</b><br><b>RECEPTION:</b> Using Number Skills; Use Number Facts and Relationships: count reliably up to 10 objects; read and write numbers to at least 10.<br><b>YEAR 1:</b> Using Number Skills; Use Number Facts and Relationships: count reliably up to 20 objects; read and write numbers to at least 20.                                                                                                                                                                                                                                                                                                         |                                                                                              |
| <b>DCF</b><br>Used as an aid to lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Thinking</b><br><b>Reviewing the process/method:</b> Show or describe some of what has been done; identify, in response to questions, what worked and what didn't.<br><b>Evaluate own learning and thinking:</b> show, in response to questions, some of what has been learned found out. | <b>ESDGC</b><br>Easter themed – understanding of symbols of Easter and how we celebrate it. Verbal - questions in introduction and plenary – recognising symbols.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | YCC                                                                                          |

Additional Notes:

The focus of the Research/Lesson Study is to improve pupil reflection through the use of self-Assessment for Learning.

Additional Adults:

- Trainee - Participating
- Class Teacher - Participating (dependent)
- Learning Support Assistant - Participating
- 2 additional Trainees - Non-Participating/Observing



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| <p><b>Observation:</b></p> <p>Good understanding of worksheet – Knew one more than 4 is 5</p> <p>Strong grasp of 1 more but failed to read one less question resulting in wrong answers. Easily corrected by BE and pupil seems to understand.</p> <p>Reverted back when BE left, checking her work with other pupil but not using chick or number line. Playing with fan.</p> <p>Works independently on one less questions on worksheet – Still working out one more</p> <p>BE points out error – Pupil A able to correct independently – Uses number line to answer question</p> <p>BE leaves to work with other pupil – Pupil A goes back to working out one more instead of one less – Not using number line resource to help</p> <p>BE questions Pupil A about other error – Corrects again once BE points out mistake</p> <p>Chooses <b>green</b></p> <p>BE: “Do you think you are good at finding one less?”</p> <p>Pupil A: “No”</p> <p>BE suggests that Pupil A may be amber as they made “a few little mistakes”</p> | <p><b>Observation:</b></p> <p>Some further assistance required from BE regarding the task</p> <p>Uses resources independently to aid learning – works with partner</p> <p>Pupil watches partner complete the sum – attempts it themselves and gets confused. Presents a wrong answer</p> <p>Pupil is still confused about the meanings of the different colours. Pupil is reminded of what the different colours on the fans mean.</p> <p>Pupil shows the <b>amber</b> face.</p> | <p><b>Observation:</b></p> <p>Continues to show poor understanding of task</p> <p>Quite distracted by other pupils in group – distracts Pupil C from completing the tasks</p> <p>Little grasp of what comes next. 7 - 1.<br/>Using number line to help himself.<br/>13 more: 14- 6 = no understanding.<br/>Playing with chicks on head.</p> <p>1 less = 0 – 1 – not reading question</p> <p>Asked to RAG rate themselves – initially indecisive. BE asks the pupil if they found the sums easy. Pupil C states that some aspects were easy.</p> <p>BE clarifies different colours – states that if they found other sections harder or more difficult to understand, then they might be an <b>amber</b>. Pupil accepts this, recognising that they made some mistakes.</p> |
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| Pupil A agrees – Fed the suggestion – Not yet able to verbally justify why they are <b>amber</b>                                                                                                                                                                                                       |             |                                                                                                                                                                                                                                                                    |             |                                                                                                                                                                                                                                                      |             |
| <b>RAG rating:</b> Amber<br><b>Perceived level of self-reflection:</b> 1 – Very low                                                                                                                                                                                                                    |             | <b>RAG rating:</b> Amber<br><b>Perceived level of self-reflection:</b> 1 – Very Low                                                                                                                                                                                |             | <b>RAG rating:</b> Amber<br><b>Perceived level of self-reflection:</b> 2 – Low (with assistance)                                                                                                                                                     |             |
| Stage: 3                                                                                                                                                                                                                                                                                               | Time: 10:00 | Stage: 3                                                                                                                                                                                                                                                           | Time: 10:00 | Stage: 3                                                                                                                                                                                                                                             | Time: 11:10 |
| <b>Observation:</b><br><br>Helps peer sitting beside them – Shows answers for them to correct their work<br><br>BE asks “what’s one more than 5?” – Pupil A answers correctly – Justifies by ‘doing’ again<br><br>Lacks developed reflection, despite repeating the task to show understanding – Pupil |             | <b>Observation:</b><br><br>Aided by Pupil A – Pupil B corrects work accordingly<br><br>BE asks pupil if they understand how they reached that answer.<br><br>BE ; "which way would you go on the number line to find one less? Up or down?"<br><br>Pupil B: "Down" |             | <b>Observation:</b><br><br>1 to 1 teacher support – all other children finished.<br><br>When working independently, making errors – Not using number line resource<br><br>BE sits with Pupil C to ensure that the task is completed. BE goes through |             |

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| <p>A struggles to put this understanding into words to describe what they are doing</p> <p>Asked to RAG work – selects Green.</p> <p><b>RAG rating:</b> Green<br/><b>Perceived level of self-reflection:</b> 1 – Very low</p>                                                               |             | <p>Finds correct answer independently.</p> <p>Asked to RAG work – selects Green. Pupil B states that they understand the process to calculating the sum better now. Some reflection present in pupil's discussion with BE.</p> <p><b>RAG rating:</b> Green<br/><b>Perceived level of self-reflection:</b> 2 – Low</p> |             | <p>some mistakes with the pupil, which they recognise.</p> <p>Self-corrects answers.</p> <p>Works better when sitting apart from partner – uses resources to help when prompted</p> <p>Completes task within time, using two-digit numbers verbally.</p> <p>Asked to RAG – Green. States they were "better" now. Some level of reflection within the task itself. Low level when reflecting verbally.</p> <p><b>RAG rating:</b> Green<br/><b>Perceived level of self-reflection:</b> 2 – Low</p> |             |
| Stage: 4                                                                                                                                                                                                                                                                                    | Time: 11:30 | Stage: 4                                                                                                                                                                                                                                                                                                              | Time: 11:30 | Stage: 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Time: 11:30 |
| <p><b>Observation</b></p> <p>Knew one less than 8</p> <p>Asked for one less – Gave one more – BE reminded Pupil A of question – Self-corrected</p> <p>BE – what would you RAG yourself now?</p> <p><b>RAG rating:</b> Green<br/><b>Perceived level of self-reflection:</b> 1 – Very low</p> |             | <p><b>Observation:</b></p> <p>Knew one more when asked.</p> <p>BE – what would you RAG yourself now?</p> <p><b>RAG rating:</b> Green<br/><b>Perceived level of self-reflection:</b> 2 – Low</p>                                                                                                                       |             | <p><b>Observation:</b></p> <p>Asked for one less than 17 – Said 16</p> <p>BE – what would you RAG yourself now?</p> <p><b>RAG rating:</b> Green<br/><b>Perceived level of self-reflection:</b> 2 – Low</p>                                                                                                                                                                                                                                                                                       |             |
| <p><b>Brief observer reflections (following lesson and focus group interview)</b></p> <p>Unable to reflect on their progress in the task or overall performance. Needs to be more focused on task.</p>                                                                                      |             | <p><b>Brief observer reflections (following lesson and focus group interview)</b></p> <p>Pupil B often asks for help from BE. When explaining the tasks, Pupil B was able to follow the steps and</p>                                                                                                                 |             | <p><b>Brief observer reflections (following lesson and focus group interview)</b></p> <p>Lacks the concentration to reflect often and throughout the session. However, Pupil C can reflect moderately</p>                                                                                                                                                                                                                                                                                        |             |

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| <p>Could explain to a peer why they have rated themselves the way they have in relation to the task .</p> <p>Pupil A has the ability to complete the work (predominantly correctly) but lacks an ability to reflect on their practice.</p> <p>More focus required for the interview – basic level answers.</p> <p>Perceived Level of Reflection for Interview: <i>1 – Very Low</i><br/>Overall Perceived Level of Reflection: <i>1 – Very Low</i></p> | <p>recognise where they went wrong previously.</p> <p>Of the three pupils involved, Pupil B showed the highest level of reflection throughout the lesson and during the interview, showing increased development in their reflection as the lesson progressed through the use of the intervention and questioning provided.</p> <p>Pupil B also demonstrates a clear understanding of the use of the self-assessment fans and what each of the RAG colours mean, with a basic understanding of how they help them improve in their work.</p> <p>Perceived Level of Reflection for Interview: <i>2 – Low</i><br/>Overall Perceived Level of Reflection: <i>2 – Low</i> (but showing some '<i>level 3 - Moderate</i>' characteristics regarding the self-correction and recognising mistakes).</p> | <p>when directly prompted by BE.</p> <p>Pupil C is also the least responsive in the interview. However, they demonstrate a clear understanding of what the class did throughout the lesson, and a basic understanding of what the RAGs are used for.</p> <p>Perceived Level of Reflection for Interview: <i>2 – Low</i><br/>Overall Perceived Level of Reflection: <i>2 – Low</i></p> |
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**Next steps:** Build on this lesson with the use of peer discussion.

## Appendix 13 Lesson 1 – Answers to Interview Questions

Seating arrangement: Pupil A – Pupil B – Pupil C

**BE\*** – GS – LB \*

[\*BE – *Italicised*]

*Question 1: What did you like or dislike about the RAG fans we used today?*

Pupil A: I liked them.

BE: *Why did you like them? How did they make you feel?*

Pupil B: Happy... my favourite is green.

BE: *Did you like them [Pupil C]?*

Pupil C: [nods]

*Question 2: Did they help you with your maths and how do you think they helped?*

Pupil B: Yes.

BE: *Why do you think that?*

Pupil B: Because it was kind.

BE: *It was kind? Did it help you?*

Pupil B: Yes.

Pupil A: It helped me all the time.

BE: *All the time? All the way through?*

Pupil A: [nods]

*Question 3: Why did you choose this RAG rating colour?*

Pupil C: It helped me know... with my maths when I was stuck.

BE: *When you were stuck? Because you said yellow in the middle, didn't you?*

Pupil C: Yes.  
Pupil A: I liked it.  
BE: *You liked the colour, or the maths?*  
Pupil A: The maths.  
BE: *[Pupil B], why did you choose green?*  
Pupil B: Because I got some help.

*Question 4: What would you like to have to help you with your maths?*

Pupil A: You.  
BE: *Okay, thank you! If you could have anything...*  
Pupil A: Presents.  
BE: *Okay. Do you think the chicks helped, or do you think the number line was better?*  
Pupil C: The chicks.  
Pupil A: I liked the chicks too, because everyone likes chicks. My Bamp has chickens.  
Pupil C: Your Bamp does?  
Pupil B: Do they live in the house?  
Pupil A: No, because... they are smelly.

*Question 5: How did the fans help you to know how to get better?*

Pupil C: Because you told us on the carpet.  
Pupil B: And you said last time.

*Question 6: What did you like best about the fans?*

Pupil A: Because... they're kind.  
Pupil B: Because they... if we don't know what answers, we said sad [referring to the faces on the fans], or happy or alright. It makes you learn what you can say.

Pupil C: It helps me to work with my maths.

BE: Thank you.

# Appendix 14 – Lesson One Reflection:

## ModBeirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: **27/03/2018**

Digwyddiad critigol (Ffocws)/Critical incident (focus): **Use of self-assessment tool (RAG fan) to develop pupils' reflective skills**

| Profiad/ Experience                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Teimladau/ Feelings</b><br><i>Beth yw eich teimladau ynghylch y profiad?</i><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                                                                                                | <p>Overall, I believe that the lesson went well and the focus of the session was clearly explored. The pupils were engaged with the self-assessment tool, and used them to reflect to levels beyond my personal expectations. It also clearly showed the next steps required to further enhance the children's reflections and learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Cofio a Deall/ Remember and Understand</b><br><i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i><br><i>"Can you list the aspects of the learning experience that went well?"</i><br><br><i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i><br><i>"What were the elements of the learning experience that were disappointing?"</i> | <p>What went well:</p> <ul style="list-style-type: none"> <li>Considering that my class don't often use the self-assessment strategies too frequently (and when used, they are only used in basic terms), the pupils responded well to the RAG fans, particularly the reception groups who have not used them very often at all.</li> <li>The interview showed pupils to have a much higher reflection than I initially anticipated. Most understood what the RAGs meant. However, their reflection still requires developing, for example extending through questioning and discussion with either the practitioner or their peers.</li> <li>My discussion with the pupils during the tasks ensured that they reflected more frequently and at a deeper level than they would otherwise do.</li> </ul> <p>Disappointing elements:</p> <ul style="list-style-type: none"> <li>Some pupils were simply choosing a colour based on their general preference, as opposed to the basing it on their level of understanding of the topic. This was expected of these children. However, some pupils did show some further reflective development and understanding in the interview and their reasons were justified.</li> <li>I had to continuously remind the children to use their RAG fans, which showed in the interview, as the children recognised that they knew when to use it because I had instructed them to do so. This is clearly something that needs to be developed to ensure that the children reflect more naturally and independently.</li> <li>The Year 1 pupils involved did not have enough time to move on to the extension, which would have provided a different scenario for the children to RAG themselves on, and therefore extending their reflection skills required to move on to the next step.</li> </ul> |

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| <p>Gwerthuso a dadansoddi/<br/><i>Evaluate and analyse</i><br/>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?<br/>"What will you <b>keep</b> the same to ensure effective teaching and learning in the future?"</p> <p>Beth oedd achos yr elfen siomedig bwysicaf?<br/>"What was the <b>cause</b> of the most important <b>disappointing</b> element?"</p> | <p>Keep:</p> <ul style="list-style-type: none"> <li>• While developing and increasing the use of the RAGs, I would ensure that the children would use the tools for a topic that they have previously studied, e.g. the second lesson on adding one more in the fortnight. This will ensure that they reinforce their skill and reflect on what they need to do to take this forward. However, the eventual aim would be that the pupils would naturally reflect upon their learning during any lesson, whether building upon prior knowledge or addressing new topics. However, their skills need to be further developed before these pupils reach this point of self-assessment and self-reflection.</li> <li>• Prompting by the leading practitioner – this will most likely be required for time to extend the class' self-assessment and self-reflection. However, with some further development, the level of participation from the practitioner should decrease over time.</li> </ul> <p>Causes of disappointing elements and required changes:</p> <ul style="list-style-type: none"> <li>• The lack of frequent use of this AfL technique in this class made the developed reflective process quite unnatural to the pupils, and thus required prompting.</li> <li>• Extending pupil reflection through questioning and discussion: this is an aspect that clearly needs developing. This can be done with the practitioner taking the group/session, or discussed with their peers, and then relayed back to the teacher afterwards.</li> <li>• The Year 1 pupils required some revision of the topic, i.e. adding x more and taking x less. This required them to think about the problems and the questions more, but left little time for developed reflection. The quantity of work could therefore have been reduced to ensure that the pupils progressed on to the extension task that was more about understanding the method required to add and take away. This would ensure that they truly understood the purpose of the AfL fans to help them in their reflections, and help the pupils calculate their next steps.</li> </ul> |
| <p>Casgliadau a chamau gweithredu/<br/><i>Conclusions and actions</i><br/>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?<br/>"What are your possible <b>solutions</b> to the disappointing issues identified?"</p> <p>Beth ydych yn mynd i'w wneud nesaf?<br/>"What will you do <b>next</b>?"</p>                                                                                   | <p>Immediately acting for the second and third TET research lessons, I believe that more opportunities need to be provided to the children to discuss their progress. As a group, we have examined the use of peer-discussion for the children further develop their reflections. The pupils would still be self-assessing their work, as opposed to peer-assessment, but the learning partners experience would provide the children with the opportunity to justify their reasoning regarding their RAG ratings with each other, in addition to the trainee. The aim would be that this would provide the children with opportunities to reflect more naturally, despite the reflection activities still being initiated by the trainee.</p> <p>Additionally, planning less content may also provide the class more time to reflect upon their learning.</p> <p>Finally, ensuring that we as trainees are extending the pupils' reflective skills through the use of questioning is also of vital importance. This will ensure that we can get an accurate estimation of the children's reflective and self-assessment abilities, which should also ensure that we can provide a honest report of the TET research lessons.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Y profiad newydd / <i>Transformed experience</i>                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

Appendix 15 - Lesson 2 Plan:

|                                          |                                                        |                                          |                                                                                                                                        |                                 |                 |           |                                                         |
|------------------------------------------|--------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------------|-----------|---------------------------------------------------------|
| <b>Name of Trainee:</b> Geraint Saunders |                                                        | <b>Session ref:</b>                      | <b>Maths – Easter Bunny Measurements</b>                                                                                               | <b>Date:</b> 27/03/18           | <b>Class:</b>   | Year 1+ 2 | <b>Cynllun Ffocws y Cyfnod Sylfaen</b><br><br><b>2d</b> |
| <b>Targed(au) Hyfforddi Personol</b>     |                                                        | Understanding the needs of the learners. |                                                                                                                                        | <b>Number of learners:</b> 31   | <b>Age:</b> 5-7 |           |                                                         |
| <b>Learning objectives/intentions:</b>   | Use standard units to measure: – length in centimeters | <b>Success Criteria</b>                  | <ul style="list-style-type: none"> <li>- Accurately use a ruler.</li> <li>- Measure a rabbit picture</li> <li>- Record Data</li> </ul> | <b>Meeting learners' needs:</b> |                 |           |                                                         |

| Introduction/plenary tasks | Main activities | Resources/<br>Key Vocabulary | Assessment for<br>Learning<br>(strategies and<br>opportunities) |
|----------------------------|-----------------|------------------------------|-----------------------------------------------------------------|
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| <p>Introduction</p> <p>Children will be sat on the carpet and be refreshed on the use of measurements. Children will be reshowed how to use a ruler and what unit of measure to use. Questioning will be used to promote thinking and knowledge around the subject. The task will be explained and the use of Sizzle, Crackle and Pop to gauge pupil understanding of the topic.</p> | <p>Children will be split into their Maths groups. The year 1s will work together. All children will work on the same sheet but will approach it in different ways depending on whether they are Year 1 or 2. Extension work has been made for children who complete the original work. Music will be played throughout the lesson to maintain a stable working environment</p> <p>Year 2: Children are to measure an Easter bunny using a ruler and record the measurement's of his body parts. Once this is completed children are to design their own bunny and repeat the process.</p> <p>Year 1: Same as the above but will be given the option of a ruler or centimeter cubes.</p> <p>Sizzle, Crackle and Pop will be used to determine pupil understanding of the topic mid way through the lesson. If any problems occur a pitstop will be used to help the class. Blooms taxonomy questions will be used throughout the lesson.</p> <p><u>Adult Focus:</u> (purpose, outline of role and children's learning):</p> <p>Each staff member will be responsible for modeling behavior and learning. I will be responsible for overall classroom management and behavior.</p> <p>Mr Saunders – Triangles<br/>Mrs Hopkins – Circles<br/>Mrs Snook – Squares</p> | <p><b>Vocabulary:</b></p> <p>Length<br/>Centimetres<br/>Measurement</p> <p><b>Resources:</b></p> <p>Measurement Sheet<br/>IWB<br/>Cubes<br/>Rulers<br/>Pencils<br/>Colouring Pencils</p> | <p><b>AFL: Staff questioning</b><br/><b>AFL: Pupil discussion</b><br/><b>AFL: Sizzle, Crackle, Pop</b></p> <p>AFL: Blooms Taxonomy Questions:</p> <p>How effective were the measuring techniques used today?</p> <p>How tall is the Easter bunny in centimeters?</p> <p>Why do we use standard units of measure?</p> <p>What changes to the lesson would you recommend?</p> <p>Can you tell me in your own words how you use a ruler?</p> <p>Are centimeters the same as our feet size?</p> |
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| <p>Plenary</p> <p>The lesson will be brought to a close by a final version of Sizzle, Crackle and Pop to gauge pupil understanding. Children will discuss their answer with the person sitting next to them. I will use the name randomiser to select a pupil to give feedback on why their partner chose their answer. An Option to “bounce” will be available if appropriate.</p> | <p><u>Independent learning opportunities:</u></p> <p>Children will gain experience measuring and drawing sizes and recording this as data.</p> |                                                                                             |                                                             |
| Curriculum coverage (range and skills): Measuring, recording data and using units of measure.                                                                                                                                                                                                                                                                                       |                                                                                                                                                |                                                                                             |                                                             |
| Literacy (LNF): Share activities and information to complete a task.                                                                                                                                                                                                                                                                                                                |                                                                                                                                                | Numeracy (LNF): Use standard/ Non-standard units to measure: – length, height and distance. |                                                             |
| DCF: Record data                                                                                                                                                                                                                                                                                                                                                                    | Thinking: similarities and differences between cm and m                                                                                        | ESDGC: measurements around the world.                                                       | YCC: Incidental Welsh, measurements in the local community. |

## Appendix 16 - Lesson 2 Resources:

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

Bunny Measurements



|          |  |
|----------|--|
| Body     |  |
| Stomach  |  |
| Teeth    |  |
| Whiskers |  |
| Nose     |  |
| Ears     |  |
| Eyes     |  |

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

|          |  |
|----------|--|
| Body     |  |
| Stomach  |  |
| Teeth    |  |
| Whiskers |  |
| Nose     |  |
| Ears     |  |
| Eyes     |  |

## Appendix 17 - Lesson 2 Observation:

**Learning objective:** Use standard units to measure: – **Lesson: 2**  
Length in centimetres (cm)

**Observers:** Lauren Bell and Bethan Evans

**Research focus:** How can we improve pupil self-reflection through self-Assessment for Learning strategies?

**Strategy used:** RAG rating – Sizzle, Crackle, Pop (*Green, Amber, Red*)

| Pupil D                                                                                                                                                                                                     |            | Pupil E                                                                          |            | Pupil F                                                                          |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------|------------|
| Stage: 1                                                                                                                                                                                                    | Time: 1:25 | Stage: 1                                                                         | Time: 1:25 | Stage: 1                                                                         | Time: 1:25 |
| <b>Observation:</b><br><br>GS uses spin wheel to generate name<br><br>GS: “What do we use to measure?”<br><br>Pupil D: “Cubes, rulers, blocks”<br><br>GS: “Sizzle Crackle Pop where you are with measuring” |            | <b>Observation:</b><br><br>GS: “Sizzle Crackle Pop where you are with measuring” |            | <b>Observation:</b><br><br>GS: “Sizzle Crackle Pop where you are with measuring” |            |

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| <b>RAG rating:</b> Sizzle<br><b>Perceived level of self-reflection:</b> 2 – Low                                                                                                                                                                                                                                                          |            | <b>RAG rating:</b> Sizzle<br><b>Perceived level of self-reflection:</b> 2 – Low                                                                                                                                                                                                                                                          |            | <b>RAG rating:</b> Crackle<br><b>Perceived level of self-reflection:</b> 2 – Low                                                                                                                                                                                                                                                          |            |
| Stage: 2                                                                                                                                                                                                                                                                                                                                 | Time: 1:35 | Stage: 2                                                                                                                                                                                                                                                                                                                                 | Time: 1:35 | Stage: 2                                                                                                                                                                                                                                                                                                                                  | Time: 1:35 |
| <b>Observation:</b><br><br>GS explains importance of using a ruler - Starting at 0 – How it does not work if we did not count from 0<br><br>Gets pupil out to measure how long a book is in cm<br><br>Gets another pupil out to measure pen in cm<br><br><b>RAG rating:</b> Sizzle<br><b>Perceived level of self-reflection:</b> 2 – Low |            | <b>Observation:</b><br><br>GS explains importance of using a ruler - Starting at 0 – How it does not work if we did not count from 0<br><br>Gets pupil out to measure how long a book is in cm<br><br>Gets another pupil out to measure pen in cm<br><br><b>RAG rating:</b> Sizzle<br><b>Perceived level of self-reflection:</b> 2 – Low |            | <b>Observation:</b><br><br>GS explains importance of using a ruler - Starting at 0 – How it does not work if we did not count from 0<br><br>Gets pupil out to measure how long a book is in cm<br><br>Gets another pupil out to measure pen in cm<br><br><b>RAG rating:</b> Crackle<br><b>Perceived level of self-reflection:</b> 2 – Low |            |
| Stage: 3                                                                                                                                                                                                                                                                                                                                 | Time: 1:45 | Stage: 3                                                                                                                                                                                                                                                                                                                                 | Time: 1:45 | Stage: 3                                                                                                                                                                                                                                                                                                                                  | Time: 1:45 |
| <b>Observation:</b><br><br>Got to measure different parts of a bunny using rulers<br><br>Able to work independently. Leans over to help learning partner.<br><br>Finishes quickly – Gets work checked<br><br>Got to draw bunny now then measure                                                                                          |            | <b>Observation:</b><br><br>Got to measure different parts of a bunny using rulers<br><br>Able to work independently, with some interaction with learning partner.<br><br>Finishes quickly – Gets work checked<br><br>Got to draw bunny now then measure                                                                                  |            | <b>Observation:</b><br><br>Got to measure different parts of a bunny using rulers<br><br>Able to work independently. Little interaction with learning partner, unless initiated by peer.<br><br>Got to draw bunny now then measure<br><br>When asked how the pupil found the task, Pupil F                                                |            |

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|                                                                                                                                     |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |            | <p>stated that it was crackle. When the pupil was asked again if they rated it crackle because they found it a little bit hard, Pupil F said that they thought the task was easy. Some confusion regarding the rating system apparent.</p> |            |
| <b>RAG rating:</b> Sizzle<br><b>Perceived level of self-reflection:</b> 2 – Low                                                     |            | <b>RAG rating:</b> Sizzle<br><b>Perceived level of self-reflection:</b> 2 – Low                                                                                                                                                                                                                                                                                                                                                                                            |            | <b>RAG rating:</b> Crackle<br><b>Perceived level of self-reflection:</b> 2 – Low                                                                                                                                                           |            |
| Stage: 4                                                                                                                            | Time: 1:55 | Stage: 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Time: 1:55 | Stage: 4                                                                                                                                                                                                                                   | Time: 1:55 |
| <b>Observation:</b><br><br>Discuss progress with peer<br><br>Justify their self-assessment to a peer<br><br>Pupil D: “It was easy.” |            | <b>Observation:</b><br><br>Discuss progress with peer<br><br>Justify their self-assessment to a peer<br><br>Pupil E: “I thought it was easy because the bunny was big, so it was easier to measure.”<br><br>Pupil identifies that if the teeth been smaller, they would have been more difficult to measure with these particular rulers (don't show mm, only block cm) - more detailed analysis and hypothesising about different scenarios - higher level of reflection. |            | <b>Observation:</b><br><br>Discuss progress with peer<br><br>Justify their self-assessment to a peer<br><br>Pupil F: “It was a little bit hard and a little bit easy.”                                                                     |            |
| <b>RAG rating:</b> Sizzle<br><b>Perceived level of self-reflection:</b> 2 – Low                                                     |            | <b>RAG rating:</b> Sizzle<br><b>Perceived level of self-reflection:</b> 3 – Moderate                                                                                                                                                                                                                                                                                                                                                                                       |            | <b>RAG rating:</b> Crackle<br><b>Perceived level of self-reflection:</b> 2 – Low                                                                                                                                                           |            |
| <b>Brief observer reflections (following lesson and focus group interview)</b>                                                      |            | <b>Brief observer reflections (following lesson and focus group interview)</b>                                                                                                                                                                                                                                                                                                                                                                                             |            | <b>Brief observer reflections (following lesson and focus group interview)</b>                                                                                                                                                             |            |

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| <p>Pupil D comes across as an enthusiastic, confident and conscientious learner. Pupil D chose the “Sizzle” rating throughout the lesson with no hesitation. They demonstrated independence and competence when carrying out the tasks set, working quickly and remaining focused throughout. Pupil D also demonstrated interest in helping those around them, offering their support to other learners.</p> <p>At stage 1, Pupil D decided on their self-assessment rating following a brief explanation of the lesson and their response to the question “What do we use to measure?” Pupil D provided no further comment on their rating and was, therefore, perceived to have a low level of self-reflection.</p> <p>At stage 2, Pupil D was encouraged to base their self-assessment rating on learning so far and further input by GS, explaining why and how rulers are used, and rulers measure in cm, as well as demonstrations by other pupils; one measuring how long a book is in cm and one measuring a pen in cm. Pupil D provided no further comment on their rating and was, therefore, perceived to have a low level of self-reflection.</p> <p>At stage 3, Pupil D was encouraged to base their self-assessment rating on learning so far and the work they had carried out, which was measuring different parts of a bunny using a</p> | <p>Pupil E comes across as an enthusiastic, confident and conscientious learner. Pupil E chose the “Sizzle” rating throughout the lesson with no hesitation. They demonstrated independence and competence when carrying out the tasks set, working quickly and remaining focused throughout.</p> <p>At stage 1, Pupil E decided on their self-assessment rating following a brief explanation of the lesson and Pupil D’s response to the question “What do we use to measure?” Pupil E provided no further comment on their rating and was, therefore, perceived to have a low level of self-reflection.</p> <p>At stage 2, Pupil E was encouraged to base their self-assessment rating on learning so far and further input by GS, explaining why and how rulers are used, and rulers measure in cm, as well as demonstrations by other pupils; one measuring how long a book is in cm and one measuring a pen in cm. Pupil E provided no further comment on their rating and was, therefore, perceived to have a low level of self-reflection.</p> <p>At stage 3, Pupil E was encouraged to base their self-assessment rating on learning so far and the work they had carried out, which was measuring different parts of a bunny using a ruler and cm, and drawing and then measuring their own bunny. Pupil E</p> | <p>Pupil F comes across as an enthusiastic, quiet and conscientious learner. Pupil F chose the “Crackle” rating throughout the lesson with no hesitation. They demonstrated independence when carrying out the tasks set, remaining focused throughout.</p> <p>At stage 1, Pupil F decided on their self-assessment rating following a brief explanation of the lesson and Pupil D’s response to the question “What do we use to measure?” Pupil F provided no further comment on their rating and was, therefore, perceived to have a low level of self-reflection.</p> <p>At stage 2, Pupil F was encouraged to base their self-assessment rating on learning so far and further input by GS, explaining why and how rulers are used, and rulers measure in cm, as well as demonstrations by other pupils; one measuring how long a book is in cm and one measuring a pen in cm. Pupil F provided no further comment on their rating and was, therefore, perceived to have a low level of self-reflection.</p> <p>At stage 3, Pupil F was encouraged to base their self-assessment rating on learning so far and the work they had carried out, which was measuring different parts of a bunny using a ruler and cm, and drawing and then measuring their own bunny. Pupil F provided no further comment on their rating and</p> |
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| <p>ruler and cm, and drawing and then measuring their own bunny. Pupil D provided no further comment on their rating and was, therefore, perceived to have a low level of self-reflection.</p> <p>At stage 4, Pupil D was encouraged to base their self-assessment rating on learning so far. It was at this stage that GS encouraged all pupils to share their rating with their “learning partners” and explain why they have chosen that rating. Pupil D commented to the peer, “it was easy.” Pupil D provided no other comments. As they offered only a simple opinion of their level of understanding, Pupil D was at this point perceived to still have a low level of self-reflection.</p> <p>During the interview, Pupil D demonstrated progress in their level of self-reflection, providing slightly extended answers and awareness of “Sizzle, Crackle, Pop” having a purpose in their learning. Although Pupil D’s answers were based mainly on opinion, they began to associate their self-assessment ratings with their progress and performance in the task undertaken.</p> <p>Perceived level of self-reflection for the interview: <i>Level 3 – moderate.</i></p> <p>Overall perceived level of self-reflection: <i>Level 2 – Low.</i></p> | <p>provided no further comment on their rating and was, therefore, perceived to have a low level of self-reflection.</p> <p>At stage 4, Pupil E was encouraged to base their self-assessment rating on learning so far. It was at this stage that GS encouraged all pupils to share their rating with their “learning partners” and explain why they have chosen that rating. Pupil E commented to the peer, “I thought it was easy because the bunny was big so it was easy to measure.” Pupil E offered a simple opinion of their level of understanding accompanied by a reason related specifically to the task. However, this was an improvement upon earlier self-assessment and reflection, as the pupil identified that had the teeth been smaller, they would have been more difficult to measure with these particular rulers. This more detailed analysis and hypothesising about different scenarios showed a higher level of reflection upon their work. Pupil E was therefore perceived as having a moderate level of self-reflection.</p> <p>During the interview, Pupil E demonstrated progress in their level of self-reflection, providing more extended answers. Pupil E’s answers were, however, based mainly on opinion and they demonstrated poor recognition of the purpose</p> | <p>was, therefore, perceived to have a low level of self-reflection.</p> <p>At stage 4, Pupil F was encouraged to base their self-assessment rating on learning so far. It was at this stage that GS encouraged all pupils to share their rating with their “learning partners” and explain why they have chosen that rating. Pupil F commented to the peer, “it was a little bit hard and a little bit easy”. Pupil F provided no other comments. As they offered only a simple opinion of their level of understanding, Pupil F was at this point perceived to still have a low level of self-reflection.</p> <p>During the interview, Pupil F demonstrated progress in their level of self-reflection, providing slightly extended answers and awareness of “Sizzle, Crackle, Pop” having a purpose in their learning. Although Pupil F’s answers were based mainly on opinion, they began to associate their self-assessment ratings with their progress and performance in the task undertaken.</p> <p>Perceived level of self-reflection for the interview: <i>2 – low.</i></p> <p>Overall perceived level of self-reflection: <i>2 – Low.</i></p> |
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|  | <p>“Sizzle, Crackle, Pop” has in their learning.</p> <p>Perceived level of self-reflection for the interview: 3 – moderate.</p> <p>Overall perceived level of self-reflection: 3 - Moderate.</p> |  |
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**Next steps:** Build on previous lessons with the use of sentence starters.

#### Appendix 18- Lesson 2 Interview:

##### Answers to interview questions

(Seating arrangement) Pupil D – Pupil F – Pupil E.

*Italicised – Geraint Saunders*

##### *1) Why did you like or dislike s/c/p?*

D – I like sizzle because it sounds like a sausage, crackle because it sounds like crisps crackling and I like pop because it's like a can of pop popping. It's funny.

F – I find crackle nice because it sounds like a crunchy sound. I like pop it sounds like a balloon popping and sizzle sounds like... a sausage.

E – I like crackle because it sounds like slime and then pop because it sounds like a button.

##### *2) How do you think these tools helped you with your learning?*

D – it helps us to learn because... I don't like saying comfort zone, learning zone or panic zone, I like saying sizzle, crackle or pop.

E – I like sizzle, crackle and pop because I don't just like saying the normal words. And.... (you don't have to answer if you don't want to). Yeah.

F – it's very interesting. (*Do you think it helps you work out where you are?*) no. (*it was just funny?*), yeah, just funny.

3) *Why did you choose this rating?*

D – Because my work was easy, but I found the bunny quite hard, but then I done it I thought my bunny was actually quite good, and I thought it was easy then.

F – I found it quite easy and hard because the bunny was quite hard to get the shapes of the feet and eyes.

E – I felt like it was really easy because I was learning how to draw a bunny rabbit.

4) *What do you need to do to make your learning better?*

D – Practise at home, practise our number bonds, practise our writing, practise our measuring, practise our centimetres and everything we do in school so when we come back we can say miss now I know my number bonds.

F – Practise our work in school so when we can have a bit of free choice and practice at home.

D – I think that's a good idea.

E – I think it can make us work a bit harder to get in the learning zone or the tough zone to make us do really hard work.

5) *How did the tools help you to know how to get better?*

F – We need to do more harder work to get into the learning zone. (*Do you think it helps you to understand when you're struggling or when you find things too easy or hard?*) I think it's nice because it helps you learn more.

E – I thought it was quite easy, so I think we should make the work a bit harder for year 2s to understand and do harder work [so] when they are older they can do more jobs than just one.

D – I think sizzle, crackle, pop... they're nice because they help the year 1s and some of the year 2s to help us to learn, and if we didn't have sizzle, crackle, pop or our comfort zone, learning zone and panic zones, if the teacher said how was your work, I would struggle what to say and we wouldn't be able to tell the teacher how our work is, because we would have those words to say. So I think they're quite helpful.

6) What did you like best about using sizzle, crackle, pop today and why?

E – I liked it because when you go to your work and it was so hard, you can say to teachers my work was pop. And if it was sizzle, then you can say and the teachers can make it harder. And if you're crackle, the teacher can still make it a bit harder but if you're pop you can stay on that level.

D – I like sizzle, crackle, pop because they're funny. And like [Pupil E] says if the teacher asks us what your work's like, if it's quite hard it's pop, and then it was hard I would just say miss can I please stay on this level. And if it was easy I would say, 'miss can I have harder work?' And if I was on the middle, I would say, 'can you make it a bit harder but stay on this level?'

F – I like sizzle, crackle, pop because they are fun and like [D and E] said, and miss said how was your work I would say this was a little bit easy for me so can I have a little bit harder?

#### Appendix 19 - Lesson 2 Reflection:

## *Assisted Reflective Conclusions (ARC) Model*

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**Date: 27/03/18**

**Critical incident (focus): Maths – Easter Bunny Measurement**

| <i>Experience</i>                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b><i>Feelings</i></b><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                          | I feel like the lesson content was of appropriate level, but I feel like the lesson learning was held back by the amount of RAG ratings and assent gaining that I had to achieve.                                                                                                                                                                                                                                                                                                                                                                           |
| <b><i>Remember and Understand</i></b><br><i>"Can you list the aspects of the learning experience that went well?"</i><br><i>"What were the elements of the learning experience that were disappointing?"</i> | The children were all fully engrossed in the lesson and enjoyed the lesson content. The children were very excited for me to come back into the class and this had a negative effect on some pupil behaviour. Children found the lesson content moderate to easy with some year 1s struggling to use a ruler they had never used before. They were keen to give it a go regardless. Pupil RAGs seemed well thought out and children discussed their reasons well. The lesson did feel rushed however from my perspective because so much needed to be done. |
| <b><i>Evaluate and analyse</i></b><br><i>"What will you keep the same to ensure effective teaching and learning in the future?"</i>                                                                          | In the future I will continue to use a rag rating system. However, I would not do it as often as I did in that lesson as it ate into a lot of the time. In addition, perhaps I need to adjust my Sizzle Crackle Pop with a focus on the reflection rather than the fun.                                                                                                                                                                                                                                                                                     |

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| <i>“What was the cause of the most important disappointing element?”</i>                                                                                       |                                                                                                                                                                                                                        |
| <i>Conclusions and actions</i><br><br><i>“What are your possible solutions to the disappointing issues identified?”</i><br><br><i>“What will you do next?”</i> | To conclude the lesson went well, but the lesson did feel compressed due to the objectives of the lesson. My RAG system could use tweaking to ensure that it meets its designed purpose and isn’t seen as just a game. |
| <i>Transformed experience</i>                                                                                                                                  |                                                                                                                                                                                                                        |

## Appendix 20 - Lesson 3 Plan:

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| Name of trainee:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Lauren Bell                             | Session ref:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | n/a                                                                                                | Date:                                                                                                                                                                                                        | 29/03/18                                             | Class:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reception | Foundation Phase<br>Focus Plan<br>2d |
| Personal target(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | n/a                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    | Number of learners:                                                                                                                                                                                          | 22                                                   | Age:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 4-5 yrs   |                                      |
| Learning objectives/intentions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | To identify the properties of 2D shapes | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Sort 2D shapes into hoops using one criterion<br>Select own criterion to sort 2D shapes into hoops | Meeting learners' needs:                                                                                                                                                                                     | See <a href="#">2007</a> in focused task and plenary |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                      |
| Introduction/plenary tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                         | Main activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    | Resources                                                                                                                                                                                                    |                                                      | Assessment for Learning (strategies and opportunities)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |           |                                      |
| <b>Introduction:</b><br><a href="#">- See Stage 1</a><br><br>Mental starter:<br><br>- Show chn '2D Shapes' PowerPoint<br><br><b>Possible questions:</b><br><br>- What shape has 1 curved side and no corners?<br>- How many sides does a triangle have?<br>- How many corners does a triangle have?<br><br><b>Plenary:</b><br><br>- Choose chd using randomiser<br>- Chd to reach inside feely bag and take out a shape<br>- Chd to describe properties of chosen shape to rest of class<br>- Repeat until chd from each group has had a turn<br><br><a href="#">2007</a><br><b>Caterpillars and Butterflies, feely bag</b><br>- Circles, triangles, squares and rectangles<br><b>Exit:</b> feely bag - (Above), pentagons and hexagons<br><b>Exit:</b> feely bag - (Above) and octagons<br><br><a href="#">- See Stage 4</a><br><br><b>Possible questions:</b><br><br>- What have you learned about a circle / triangle / square / rectangle / pentagon / hexagon / octagon? |                                         | <b>Trainee focused task (purpose, outline of trainee's role and children's learning):</b><br><br><a href="#">- See Stage 2</a><br><br><a href="#">2007</a><br><b>Caterpillars and Butterflies</b> - Circles, triangles, squares and rectangles<br><b>Exit:</b> - (Above), pentagons and hexagons<br><b>Exit:</b> - (Above) and octagons<br><br>- Place down hoops and label each using mini whiteboards e.g. "1 side", "3 sides", "4 sides", "5 sides", "5 sides", "6 sides", "1 side", "6 sides", "8 sides"<br>- Chn to sort 2D shapes accordingly<br>- Change labels on mini whiteboards e.g. "No corners", "3 corners", "4 corners", "No corners", "6 corners", "6 corners", "No corners", "6 corners", "6 corners"<br>- Chn to sort 2D shapes accordingly<br><br><a href="#">- See Stage 3</a><br><br><b>Exit:</b><br>- Chn to come up with own labels for mini whiteboards<br>- Chn to sort 2D shapes accordingly<br><br><b>Possible questions:</b><br><br>- How is a rectangle different to a square?<br>- What do you notice about the number of sides and corners on a triangle / square / rectangle / pentagon / hexagon / octagon?<br>- Is this triangle the same as this triangle? Why?<br><br><b>Additional adult tasks (purpose, outline of additional adults' role and children's learning):</b><br>To be planned by MW<br><br><b>Independent learning opportunities:</b><br>To be planned by MW |                                                                                                    | IWB<br>PowerPoint<br>Hoops x 3<br>Mini whiteboards x 3<br>Whiteboard pen<br>Whiteboard rubber<br>2D shapes<br>Feely bags x 3<br>Randomiser<br>Afl, lollipop sticks<br>Afl, buckets<br>Sentence starter cards |                                                      | <b>Introduction:</b><br><br><b>Stage 1:</b><br><br>- Ask question e.g. "What do you already know about 2D shapes?" / "Can you tell your friend everything you know about 2D shapes?"<br>- Chn to turn to partner to share their answers<br>- Distribute lollipop sticks<br>- Chn to choose RAG rating based on what they already know about 2D shapes*<br>- Chn to tell partner which RAG rating they have chosen and why<br>- Chn to put lollipop stick in appropriate bucket<br><br><b>Main activity:</b><br><br><b>Stage 2:</b><br><br>- Ask question e.g. "Did you learn anything new about 2D shapes from the presentation I just showed you?" / "Do you know something about 2D shapes that you did not know before?"<br>- Distribute lollipop sticks<br>- Chn to choose RAG rating based on what they learned from the PowerPoint*<br>- Chn to tell partner which RAG rating they have chosen and why<br>- Chn to put lollipop stick in appropriate bucket<br><br><b>Stage 3:</b><br><br>- Ask question e.g. "Did you find this activity easy or hard?" / "Did you find it hard at the start but easy at the end?"<br>- Distribute lollipop sticks<br>- Chn to choose RAG rating based on what they learned during the focused task*<br>- Distribute and talk chn through sentence starter cards**<br>- Chn to use sentence starters to tell partner which RAG rating they have chosen and why<br>- Chn to put lollipop stick in appropriate bucket<br><br><b>Plenary:</b><br><br><b>Stage 4:</b><br><br>- Ask question e.g. "Do you know more now than what you did at the start of the lesson?" / "Do you know something about 2D shapes that you did not know before?" |           |                                      |
| - How many sides has a circle / triangle / square / rectangle / pentagon / hexagon / octagon got?<br><br>- How many corners has a circle / triangle / square / rectangle / pentagon / hexagon / octagon got?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    |                                                                                                                                                                                                              |                                                      | - Distribute lollipop sticks<br>- Chn to choose RAG rating based on what they learned during the focused task*<br>- Chn to put lollipop stick in appropriate bucket<br>- Reproduce sentence starter cards**<br>- Choose chd from each bucket to tell class which RAG rating they have chosen and why                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |           |                                      |
| Curriculum coverage (range and skills):<br>Recognise and use shapes within play and structured activities<br>Recognise and name common 2D shapes (circle, square, triangle and rectangle)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    |                                                                                                                                                                                                              |                                                      | *Prompt if necessary<br>**Sentence starter cards are labelled R, A, and G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           |                                      |
| Literacy (LNF)<br>Exchange ideas in one-to-one discussions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                    | Numeracy (LNF)<br>Sort and classify objects using one criterion                                                                                                                                              |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                                      |
| DCF                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                         | Thinking<br>Show, in response to questions, some of what has been learned/ found out                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                    | ESDGC                                                                                                                                                                                                        |                                                      | YCC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |                                      |

## Appendix 21 - Lesson 3 Observation:

Trainee: Lauren Bell (LB)

Learning objective: To identify the properties of 2D shapes

Lesson: 3

Observer: Bethan Evans

Research focus: How can we improve pupil self-reflection through self-Assessment for Learning strategies?

Strategy used: RAG rating — Lollipop sticks

| Pupil G                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |               | Pupil H                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               | Pupil I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |
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| Stage: 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Time: 9.45 am | Stage: 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Time: 9.45 am | Stage: 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Time: 9.45 am |
| <b>Observation:</b><br><br><b>Intro: (Prior Knowledge activity)</b><br>LB instructs children to discuss with a partner all they know about shapes (approx. 1 minute)<br>Pupil G and Pupil H are learning partners.<br><br>LB: What do we call pointy sides?<br>Pupil – <i>corners!</i><br><br>Recognised the shape of the RAG faces as a circle.<br><br>LB: Tell your partner which colour RAG you are going to choose based on your knowledge of 2D shapes.<br><br><b>RAG rating: Green</b><br><br>LB: Why Green?<br>Pupil G: <i>Because I know lots about shapes.</i> |               | <b>Observation:</b><br><br><b>Intro: (Prior Knowledge activity)</b><br>LB instructs children to discuss with a partner all they know about shapes (approx. 1 minute)<br>Pupil G and Pupil H are learning partners.<br><br>Little interaction in introduction.<br><br>LB: Tell your partner which colour RAG you are going to choose based on your knowledge of 2D shapes.<br><br><b>RAG rating: Green</b><br><br>LB: Why Green?<br>Pupil H: <i>Because I know a lot about shapes.</i> |               | <b>Observation:</b><br><br><b>Intro: (Prior Knowledge activity)</b><br>LB instructs children to discuss with a partner all they know about shapes (approx. 1 minute)<br><br>Asks class what they know about rectangles?<br>Pupil I (volunteers): <i>'They have 4 sides'</i><br><br>LB: Tell your partner which colour RAG you are going to choose based on your knowledge of 2D shapes.<br><br><b>RAG rating: Green</b><br><br>LB: Why Green?<br>Pupil I: <i>I know a lot about shapes.</i> |               |

| Perceived level of self-reflection: 2 – Low                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |            | Perceived level of self-reflection: 2 – Low                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |            | Perceived level of self-reflection: 2 – Low                                                                                                                                                                                                                                                                                                                                                          |            |
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| Stage: 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Time: 9.55 | Stage: 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Time: 9.55 | Stage: 2                                                                                                                                                                                                                                                                                                                                                                                             | Time: 9.55 |
| <b>Observation:</b><br><br><b>Intro: activity 2 - PowerPoint</b><br>Are all our sides the same length? – <i>No.</i><br>How do you know that? – <i>Because this one is short and this one, and this one is long.</i><br><br>What is special about the sides of a square?<br><i>It's really special because... because...</i><br>Not sure?<br><i>I don't know.</i><br><br>Provides a good attempt but when interrupted by another pupil, they seemed to <u>lose</u> her train of thought.<br><br>Goes into maths groups – <b>11.10 am</b><br>LB: Tell your partner what colour you think you are.<br><br><b>RAG rating: Red (laughing)</b><br>LB: Why have you gone down to Red?<br>Pupil G: <i>Because I don't know about triangles.</i><br>LB: How many sides does a triangle have?<br>Pupil G: <i>3.</i><br><i>So you were green last time. Now you think you're red?</i> |            | <b>Observation:</b><br><br><b>Intro: activity 2 - PowerPoint</b><br>How many sides does a circle have? <i>One.</i><br>Why do you think one? <i>Because it goes all the way around.</i><br>So is it straight or... <i>Curved.</i><br><br>Goes into maths groups – <b>11.10 am</b><br>LB: Tell your partner what colour you think you are.<br><i>I don't really know a lot about shapes.</i><br><br><b>RAG rating: Red</b><br>LB: Why have you changed?<br>Pupil H: <i>Because I don't know a lot about squares.</i><br>LB: How many sides does a square have?<br>Pupil H: <i>4.</i><br>LB: Have a think, just to make sure you're really sure about your lollipop stick. |            | <b>Observation:</b><br><br><b>Intro: activity 2 - PowerPoint</b><br>Little interaction for the PowerPoint activity. (out of class for most of this activity)<br><br>Goes into maths groups – <b>10.05 am</b><br>LB: Tell your partner what colour you think you are.<br><br><b>RAG rating: Yellow</b><br>LB: Why have you changed?<br>Pupil I: <i>Because I only know a little bit about shapes.</i> |            |

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| <p>(Pupil thinks. Places in yellow)<br/>LB: Okay, why?<br/>Pupil G: <i>Because I know a bit about triangles. But not lots.</i></p> <p>Observation of this RAG would indicate that the pupil was choosing based on opinion, or what they found funny.</p> <p><i>Perceived level of self-reflection: 2 – Low</i></p>                                                                                                                                                                                                                                            |             | <p>Changes to Green.</p> <p>Behavioural issue.</p> <p><u>Similar to</u> Pupil G, observation of this RAG would indicate that the pupil was choosing based on opinion, or what they found funny.</p> <p><i>Perceived level of self-reflection: 2 – Low</i></p>                                                                                                                                                                                                                                      |             | <p><i>Perceived level of self-reflection: 2 – Low</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |             |
| Stage: 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Time: 11.15 | Stage: 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Time: 11.15 | Stage: 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Time: 10.05 |
| <p><b>Observation:</b></p> <p>Begins maths focus activity.</p> <p>LB Writes a number on the mini-white boards and places them in the chalk circles.</p> <p>Places several 2D shapes on the floor. Only thinking about sides, place the shapes in the right hoops.</p> <p>Chooses parallelogram. Believes that it has 3 sides. LB tells pupil to try again. Self-corrects and places the shape back in the bag.</p> <p>Carefully watches LB, looking at a shape that has been incorrectly placed.</p> <p>States that another pupil's suggestion of 8 sides</p> |             | <p><b>Observation:</b></p> <p>Begins maths focus activity.</p> <p>LB Writes a number on the mini-white boards and places them in the chalk circles.</p> <p>Places several 2D shapes on the floor. Only thinking about sides, place the shapes in the right hoops.</p> <p>Pupil correctly identifies circle as having one side. Chooses another circle.</p> <p>Chooses a different shape, counting 5 shapes. Places in correct hoop.</p> <p>Asked to make a new label. Pupil H chooses 4 sides.</p> |             | <p><b>Observation:</b></p> <p>Begins maths focus activity.</p> <p>LB Writes a number on the mini-white boards and places them in the chalk circles.</p> <p>Places several 2D shapes on the floor. Only thinking about sides, place the shapes in the right hoops.</p> <p>Pupil is more hesitant than others. However, the pupil takes their time to count the sides of the different shapes, recognising that her shape doesn't belong with the numbers available.</p> <p>Some confusion with octagon, as the pupil continued counting passed where they started.</p> |             |

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| <p>is not applicable. Pupil G believes that there isn't a shape with 8 sides.</p> <p>Asks LB how many sides a shape has without trying it herself. Miscounts sides of hexagon as 4 sides. LB asks how we can count in a better way (keeping one finger on the top). Pupil G counts using this <u>approach</u>, and finds correct answer. Very happy when they find that they are correct.</p> <p>Identified that a square can look like a diamond when turned around on the side. LB clarifies that the diamond still has 4 sides.</p> <p><b>Do you think your colour lollypop has changed again?</b><br/>(Peer discussion) <i>I'm green.</i></p> <p>LB: sentence starters...Which one would you like to choose? (Pupil G selects a sentence)</p> <p><b>RAG rating: Green. I was good at... counting sides.</b></p> |  | <p>Identifies that the rectangles and squares in the '4 sides' hoop are different shapes. LB asks how many sides a square has (pupil answers 4) and then a rectangle (4 again). LB clarifies that they can all go in this one hoop because they all have 4 sides.</p> <p><b>Do you think your colour lollypop has changed again?</b><br/>(Peer discussion) <i>Mine has changed again. I know all about squares and diamonds.</i></p> <p>LB: sentence starters...Which one would you like to choose? (Pupil H selects a sentence)</p> <p><b>RAG rating: Green. Today, I learned about squares.</b><br/>LB: Can you tell me something you've learnt about squares?<br/>Pupil H: <i>They have 4 sides.</i></p> <p><b>Big improvement upon reflection from the last RAG.</b></p> |  | <p>Pupil I counted 9 sides. Other pupil points this out and tells LB. Counts along with LB. Is not deterred by incorrect answer. Tries another shape.</p> <p>Picks another <u>octagon</u>, and imitates LB in counting the sides starting from the top. Counts 8, and places it in the number 8 hoop. Selects hexagon, counts sides. Recognises that there is no hoop relevant to 6. Places shape in the bag.</p> <p>LB changes the hoops, based on children's suggestions – 3 sides; 6 <u>corners</u>; 7 corners.</p> <p>Attempts corners. Repeats mistake of losing track of where they start. Tries again, keeping the same corner at the top. Correctly places hexagon in the right hoop.</p> <p>Another pupil asks how many corners a square has. Pupil I <u>helps</u>, correctly identifying 4 corners, and that the square turns to a diamond when turned. Pupil I also <u>states</u> that the diamond still has 4 sides.</p> <p>LB: we are going to use our lollypop sticks again. You might have changed again... What colour do you think you are now?</p> <p><b>Do you think your colour lollypop has changed again?</b><br/>Peer discussion: <i>I'm Green, because I know</i></p> |  |
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| <i>Perceived level of self-reflection: 2 – Low</i>                                                                                                                                                                                                                                                                                                                                                |             | <i>Perceived level of self-reflection: 3 – Moderate</i>                                                                                                                                                                                                                                                                                                                 |             | <i>a bit more now about shapes.</i><br><br>LB: sentence starters...Which one would you like to choose? (Pupil I selects a sentence) So I am green because...<br><br><b>RAG rating: I am green because I know all about shapes. We counted corners and sides.</b><br><br><i>Perceived level of self-reflection: 3 – Moderate, bordering on 4 – High. (Pupil recognises a new approach to use to ensure that they achieve the correct answer. Repeats this method to ensure learning progresses.)</i> |             |
| Stage: 4                                                                                                                                                                                                                                                                                                                                                                                          | Time: 11.40 | Stage: 4                                                                                                                                                                                                                                                                                                                                                                | Time: 11.40 | Stage: 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Time: 11.40 |
| <b>Observation:</b><br><br>Plenary<br>Passing the bag of shapes around. Task is to say everything you know about those shapes.<br><br>Triangle) <i>They have 3 sides and 3 pointy bits. What are they called?</i><br>Pupil I helped - <i>corners</i><br><br><b>RAG rating: Green</b><br>LB: Why?<br>Sentence starter: <i>I am green because I know all about shapes. I know each one is easy.</i> |             | <b>Observation:</b><br><br>Plenary<br>Passing the bag of shapes around. Task is to say everything you know about those shapes.<br><br>Circle) <i>Circle is only one cover... one side. Is it a curved side or a straight side?</i><br><i>Curved.</i><br><br><b>RAG rating: Green</b><br>LB: Why?<br>Sentence starter: <i>I found it easy to... know all the shapes.</i> |             | <b>Observation:</b><br><br>Plenary<br>Passing the bag of shapes around. Task is to say everything you know about those shapes.<br><br>Diamond) <i>It's got 4 sides and 4 corners. Are all the sides the same length?</i><br><i>Yes.</i><br><br><b>RAG rating: Green</b><br>LB: Why?<br>Sentence starter: <i>I found it easy to sort out shapes.</i>                                                                                                                                                 |             |

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| <i>Perceived level of self-reflection: 2 – Low</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>Perceived level of self-reflection: 2/3 – Low/Moderate</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>Perceived level of self-reflection: 3 – Moderate</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Brief observer reflections (following lesson and focus group interview)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Brief observer reflections (following lesson and focus group interview)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Brief observer reflections (following lesson and focus group interview)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Pupil G is a lower ability learner. The pupil was perceived to lack a full understanding of the self-assessment levels, despite LB repeating the meaning of the different RAG levels. LB asked her to explain, and with some prompting, Pupil G states the different meaning of the colours in basic terms ( <i>easy, harder and harder again</i> ). However, Pupil G still presents some confusion again later in the lesson about the RAG ratings, particularly when interacting with other pupils. Prompting from LB seems to ensure that some reflection takes place with Pupil G.<br><br>Despite showing a very good understanding of shapes in the introduction, the pupil arguably progressed less than the other pupils in terms of their self-reflection. While Pupil G was very happy and enthusiastic when taking part in the activities, their level of self-assessment and reflection is presented as being much lower.<br><br>Pupil G occasionally copied the answers of other pupils during the interview. The pupil also lacked concentration during the plenary and interview, which may have perhaps | Pupil H is a considerably able learner. They occasionally get distracted by other pupils. However, for the majority of the task, the learner was engaged in the activities and discussions.<br><br>Pupil H appears to struggle with comprehending the RAGs meanings at times. For example, they stated that they were Red in stage 2, but when LB questioned the pupil to assess whether this was an accurate self-assessment and self-reflection, the pupil understood that they were of a higher level of understanding than they had initially realised. From an observational point of view, this may appear to be partly due to low confidence, particularly around pupils who are more able and more willing to try new shapes.<br><br>Pupil H also had the highest level of concentration during interview, although there were some instances of copying Pupil I's answers, particularly during the first few questions. Pupil H was also eager to answer questions, and recognised that the green bucket represented the most developed learning, with the hardest questions during the focus tasks. | The pupil is a high ability learner and very confident in her lessons. There were instances where the pupil demonstrated high levels of reflection during the focus activity. Pupil I also reflected best when working with peers or individually. They adjusted their method to count the sides of the shape based on the modelling of LB, but the pupil repeatedly adjusted this independently. Their responses and discussion of the RAG was also at its highest when LB was not directly involved in the conversation, i.e. when telling their learning partner their reasoning behind the RAGs. This was less developed when direct questioning from LB took place. Therefore, Pupil I was engaged in the introduction and focus task, although perhaps a little distracted during the plenary, i.e. -<br><br><i>I like green because it's my favourite colour.</i><br><br>The pupil has some difficulty understanding the questions during the interview, but this is more likely due to their age as opposed to their level of understanding. Pupil I's responses were more developed than the other two pupils, although the lack of concentration |

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| <p>prevented her from fully reflecting upon their practice.</p> <p><i>Perceived level of self-reflection for the interview: 2 – Low</i></p> <p><i>Overall level of reflection: 2 – Low</i></p> | <p><i>Perceived level of self-reflection for the interview: 3 – Moderate</i></p> <p><i>Overall level of reflection: 3 – Moderate</i></p> | <p>prevented them from progressing onto a level 4 on the self-reflection scale.</p> <p><i>Perceived level of self-reflection for the interview: 3 – Moderate</i></p> <p><i>Overall level of reflection: 3 – Moderate</i></p> |
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**Next steps:** To apply the sentence starters when reflecting and using lollipop sticks. To think more about what you learned instead of whether or not you liked or disliked the topic.

## Appendix 22 - Lesson 3 Interview:

### Lauren interview

(Seating arrangement) Pupil I – Pupil G – Pupil H  
*Italicised – Lauren Bell*

- What did you like or not like about using the lollipop sticks today? ...Anybody can answer.*

I – Putting it in  
 G – I liked looking at the faces  
 H – I liked putting it in
- How do you think the lollipop sticks and the pots help you with your learning?*

I – Yes

\* *How do you think they help you? ...What do you think the purpose of these are? ...Why do I use these when I teach you?*

I – To see if it was easy or hard  
 G – Because we look at the faces to see which one

\* *Why do we choose which one?*

G – To put our sticks in

\* *Do I just tell you to choose a colour? What do I say you have got to think about when you are choosing a colour?*

I – What you were doing and how hard it was and how easy it was

\* *How do you think it helps you? ...Why do you think Miss Bell uses these with you?*

H – So we know if we worked good or hard
- Think about the last colour you chose ...Why did you choose this colour?*

I – Because our work was easy  
 G – Because it was easy...it was a bit hard

\* *Do you think you should be in the green pot if you found it a bit hard?*

G – Yes

I – You need to be in the yellow  
H – Because I know a lot about circles and squares

4. *Do you think there is anything that you still need to learn about shapes?*

\* *Do you think you need to do anything to make your learning better?*

I – No

G – No

H – No

\* *So if you learned all about shapes again, you think you would still know everything? ...Or do you think there are some shapes that you know less about? ...What do you think? ...Where do you think you need to go next with your learning? ...Can you think of a little next step for yourself? ...Is there anything you need to practise?*

I – Practise doing them

\* *Are there any shapes that you find a little bit difficult to understand?*

H – Yes

I – Yes

\* *Which ones?*

H – I find circles hard

I – Ones that have 9 sides

H – I want to find out about 10 sided shapes

G – 10 sided shapes

5. *What did you like best about using the lollipop sticks?*

H – I like being the best in green

I – Me too

\* *So you like them because...?*

I – I like green because it is my favourite colour

\* *But is that what these pots are for?*

I – No

H – No

G – No

\* *What are the pots for?*

H – To see if things have been good or hard

G – Is it good, hard or can you do a little bit of it

\* *So you know what all the faces mean?*

G – Yes

Appendix 23 - Lesson 3 Reflection:

Model Beirniadau Wedi Adfyfyrio Model BWA

# Assisted Reflective Conclusions (ARC) Model

**Dyddiad/Date:** 29/03/18

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** Lollipop sticks self-AfL strategy

| Profiad / Experience                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>Teimladau/<br/><i>Feelings</i></p> <p><i>"What are your feelings regarding the experience?"</i></p>                                                                                                                                              | <p>I am very pleased with pupils' engagement with the AfL strategy throughout the lesson. The progress they made in reflecting on their learning during the lesson was definitely noticeable.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Cofio a Deall/<br/><i>Remember and Understand</i></p> <p><i>"Can you list the aspects of the learning experience that went well?"</i></p> <p><i>"What were the elements of the learning experience that were disappointing?"</i></p>             | <p>As this was the final lesson in the research study, I brought into it approaches that were applied over the previous two lessons, before building on them further. The first lesson focused on using mini-plenaries throughout in order to provide pupils with the opportunity to reflect on their learning regularly and at different stages, then the second, on conducting mini-plenaries in the same fashion as the first lesson and, in addition, asking pupils to share their self-reflection with peers. So, in today's lesson, I incorporated both of these approaches, but also showed pupils how to extend their thoughts when reflecting on their learning, through the use of different sentence starters. These were used during the final stages of the lesson, making it clear to see progression in the way that pupils were thinking about their own learning. During the beginning stages of assessing their learning using the lollipop sticks and pots, some pupils, although asked to focus their RAG ratings specifically on their learning (i.e. what and how much they knew at those points about 2D shapes), based their ratings, more simplistically, on which traffic light colour they liked the best or the best at that time, or chose a different colour to the one they chose before just because they were influenced by the choice of their peers or wanted to receive a reaction from them. This was particularly evident when one pupil, who had chosen the green pot at the first stage because they knew "a lot about shapes", chose red at the second because they did not "know anything about circles". I feel that the pupil found it amusing to place their lollipop stick in the red pot, given the smile on their face and laughter at the time.</p> |
| <p>Gwerthuso a dadansoddi/<br/><i>Evaluate and analyse</i></p> <p><i>"What will you keep the same to ensure effective teaching and learning in the future?"</i></p> <p><i>"What was the cause of the most important disappointing element?"</i></p> | <p>The sentence starters helped to reinforce to pupils the purpose of using self-AfL strategies in the classroom by helping them to justify, accurately, their choices when self-assessing their learning using a RAG rating system. The sentence starters forced them, almost, to come up with a reason supporting their choice of rating and encouraged them to diverge from providing answers that are too superficial or irrelevant to the learning that has taken place. This approach to enhancing and strengthening pupils' abilities to reflect on their own learning also exposes them to different vocabulary, enabling them to structure sentences similar in nature, in different ways. From observing the learning and progress of the pupil between the first and second stages of the lesson, I suggest that their choice of the red rating was driven by them wanting to elicit a reaction from their peers, one that acknowledged how amusing they found it to place their lollipop stick in the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                                                                                                                                                                           | complete opposite pot to the one they had the stage before. Interpreting the situation in this way, I then responded to the pupil, “tell me something you know about circles” to which they replied, “they have one curved side”, proving to me that I was quite right to feel this way about their intentions. Following this, I suggested to the pupil to think further about their choice of rating and focus it on how much they think they know and have learned about 2D shapes. The pupil then ended up placing their stick in the green pot, which I feel was an appropriate decision all considered.                          |
| <p>Casgliadau a chymau gweithredu/<br/><i>Conclusions and actions</i></p> <p><i>“What are your possible solutions to the disappointing issues identified?”</i></p> <p><i>“What will you do next?”</i></p> | <p>As mentioned, the issue discussed occurred at the second stage of the lesson, prior to introducing the sentence starters to the pupils. I feel that once these were used by the pupils, they, essentially, had no choice but to focus their self-assessment purely on their learning, due to the clear intention of the resource. Therefore, I suggest that using a resource of this kind throughout lessons and as a consistent element of self-assessment opportunities, may ensure that deeper, more appropriate and more explicit personal reflections are constructed by pupils, based specifically on their own learning.</p> |
| Y profiad newydd / <i>Transformed experience</i>                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

#### Appendix 24 – Overview of Overall Perceived Self-Reflection Ratings from TET lessons

##### Lesson 1:

Pupil A            Level 1 – Very Low

Pupil B            Level 2 – Low

Pupil C            Level 2 – Low

##### Lesson 2:

Pupil D Level 2 – Low

Pupil E            Level 3 – Moderate

Pupil F Level 2 – Low

##### Lesson 3:

|         |                    |
|---------|--------------------|
| Pupil G | Level 2 – Low      |
| Pupil H | Level 3 – Moderate |
| Pupil I | Level 3 – Moderate |

## Appendix 25 – Overview of Lesson Study:

| Lesson 1:                                                                                                                    | Lesson 2:                                                                                                                                                            | Lesson 3:                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Current use:</b> very limited exposure to self-assessment techniques, completely controlled by class teacher</p>       | <p><b>Current use:</b> older children, and therefore have more experience of using self-assessment. However, class teacher also still largely controls self-AfL.</p> | <p><b>Current use:</b> constant provision for self-assessing available to students. However, the self-AfL still needs to be used more frequently.</p>                  |
| <p><b>Aim (STEP 1):</b></p> <ul style="list-style-type: none"><li>• Use RAGs more frequently throughout the lesson</li></ul> | <p><b>Aim (STEP 2):</b></p> <ul style="list-style-type: none"><li>• Incorporate Step 1</li><li>• Justify answers to peer partners in addition to trainee</li></ul>   | <p><b>Aim (STEP 3):</b></p> <ul style="list-style-type: none"><li>• Incorporate steps 1 and 2</li><li>• Use provided sentence starters to enhance reflection</li></ul> |

