

Appendix 1

Lesson Study 1 Observation Notes

- Teacher says to children shall we take the till to the shopping area outside, 4 of the children that were being observed came to the shopping area.

Initial teacher support to set the children up into their roles – no guidance needed using appropriate language – ‘here you go,’ ‘what do you want?’ ‘that’s 5 pennies please’ ‘it will cost you 5p please’, ‘Here’s some pizza’ – using imagination throughout play.

Outdoor area – children used yellow labels to make their own prices for items. They were all able to count independently and put the money they received in the till, putting the items in the bags and walking away- clear understanding of the transference of money and shopping situations.

- Inside fruit stall

Independent play throughout

Once shown initially how to use the money, children

Oliver left the area independently to get a purse and then came back to continue playing.

Imaginary play was initiated by them throughout they were completely engaged and able to have independent conversations about what they were buying.

Each were able to play appropriately within their role of shopper and shop keeper and then able to swap roles effectively.

Children were able to use correct mathematical terms

One child able to count up to ten coins independently

- Extension

Through play, the children were able to enhance and personalise the learning by using the yellow price tags as receipts- they were able to explain what a receipt was. One child began to weigh the fruit as they put it into the basket and the other began to scan the fruit and veg as they put it in the basket (making beeping sound) Able to use own experience of shopping to inform their imaginative play. As confidence grew more shop related situations were introduced e.g. typing in numbers to the till etc.

Lesson Study 2 Observation Notes

HA group

Teacher adds numbers to the board that are at the ability level of the children

Teacher explains task – enforces it is an independent task

-Teacher models how to complete the activity – chooses 2 items – children interact with modelled example

-teacher reinforces what they are expected to do and how they are going to do it

-Teacher shows another example – asking the children to interact with example answer

-All children are engaged and interacting with the activity

-Teacher watches whilst children complete example – positive praise

-Children practice using resources to ensure understanding at later date

-Teacher shows example of child using resources

-Differentiated – top children given 3 items sheet – all the rest given 2 items sheet

-Children lose focus as they go off to do task – teacher pulls them back in to ensure understanding

(Children completing activity)

-Children using resource sheet accurately

-Money terms are being used correctly

-Children responding well to resource

-‘We don’t have a 30p coin, so we’ll have to make it’

-‘We have the right amount of money’

-Children considering the different ways they can make the money using the coins

-All children engaged and focused

- All children are able to complete the activity independently and accurately

-‘what coins could we use?’

-‘Let’s do the hardest one yet’

‘Can we do just one more – response to activity – positive

MA group

- teacher changes the money to be more appropriate for two groups
- Teacher reinforces working in pairs
- Teacher reinforces children only have to choose 2 items and one must have 2 digits/ double figures – challenge and expectations
- Teacher models example using children to help her
- Teacher shows number resource grid to help the children understand
- This group more unsettled in beginning
- Teacher reinforces understanding of coins to support group
- ‘Do you understand?’ ‘Do you have any questions?’

(Children completing the activity)

“22p+3p=”- understanding of money

-“Get a 50 and a 9” – asked by teacher how could you make it? Child uses 2 ps to count in twos from 50 to get to 8 then add 1 to 9 – using coin knowledge

-“Lets get skittles and mint” “ok so what makes 15?”

-“How do you make it? – so if you get 2 tens and a five?”

-Children engaged – more doubting their ability – able to complete independently but less confident in their methods

-Teacher reinforces using money terms “make sure youre adding ‘p’ to your sums”

LA group activity

- Teacher changes amounts on board to match ability level
- Children are more fussy and teacher pulls them back into activity
- Not all items have amount – “they are sold out” – less items to deal with – appropriate to ability
- Teacher asks them to choose 2 things – models example question to the children – language in example simplified and slowed down to suit the level of the children – what coins could we use? We have a 5p, what else do we need?
- Teacher puts in pairs and reinforces working on their own – “we are watching to see if you can do it independently”

(Children completing the activity)

“Lets make 17p”

-Children start using 1ps up to 17 rather than using other coins – support given to use other coins

Plenary on the carpet

- Give thumbs up middle or down to show understanding
- Only 2 of the children had middle and down thumbs
- Majority showed clear understanding

Appendix 2

Reflective Journal

Observation and Analysis	What was I trying to achieve? To consider the ways in which enhanced provisions, within Foundation Phase, enhance the skills needed for independent learning. Why did I respond/react as I did? I adapted my responses to meet the needs of the different ability groups when they were using the resource. I had to have more input with the lower and middle ability pupils during the introduction to the task to ensure understanding and to enable them to complete the activity independently. What were the consequences or outcomes for the learner, others around me? The outcome was for the learner to transfer what they have previously learned about money and expand their learning and understanding during their independent task enabling them to gain more confidence using their money recognition and money handling skills and through input be able to complete How was the learners/others feelings? Most learners seemed confident during my introduction and were able to complete the enhanced provision task independently. I had to provide input before they started the task to ensure the learners understood what to do. How do I know how they were feeling? My research partner and interviewed three pupils from different ability groups.
Emotional Response	How did I feel (emotionally) in this situation? I was comfortable with the situation as I feel I had a well-prepared lesson with appropriate and engaging resources. Whilst observing the learners complete the task, I felt happy that they were able to transfer what they have already

	learned and complete the task independently. How did I react physically to this situation? (anxiety, nervousness) I was a bit nervous during my introduction as I was being observed by my research partner and I wanted to ensure I delivered the lesson properly.
Conflicts	Did my actions match with my own beliefs and values? If yes- how? If no- why not? Yes, I believe independent learning is vital for learners and this task had a positive impact on the learners' independence skills. What are my own beliefs in relation to this situation? I believe that learning through enhanced provision is beneficial to all learners
Knowledge	What knowledge did or should have helped me? Knowledge of how long the activity should last for, ensuring learners had enough time to complete the task but did not spend too long on the task.
Interpretation of experience	How does this connect with previous experience? This research activity has allowed me to understand how crucial it is to ensure enhanced provisions enable learners to expand on their learning. Could I have managed this situation better? How? I could have spent less time during my introduction to the whole class as the learners could have had more time to take part in the enhanced provision task.

	What would be the consequences of alternative action for the learners, others or <u>myself</u>? I could have provided the learners with more time which would enable them to have more of an input to the activity for example, creating their own price tags and playing shop keeper.
Future Action	How do I feel about the experience? I feel that there was a positive outcome from this experience as all pupils seemed confident and happy during their enhanced provision activity. Has this incident changed my ways of dealing with a similar situation? In future, I will ensure that I provide learners with the same amount of time for each task to ensure consistency and smooth running of the lesson. What do I need to do to learn from this situation? To be more aware of my time management skills during the lesson and be more creative with my resources. Could I have managed the situation better? As stated previously I could have been more aware of the time spent during my whole class input as I did spend too much time recapping on prior learning which then meant the pupils had less time to complete their activities.

Appendix 3A

Checklist Observer: Jasmin Barry

Context:

How does effective continuous and enhanced provision contribute to the depth of independent and focused learning taking place?

Shopping area outside and fruit shop indoors, three of the pupils that were being observed came to both shopping areas.

Tick if Observed	Child 1 (LA)	Child 2 (MA)	Child 3 (HA)
1) Low Activity			
2) A Frequently Interrupted Activity			
3) Mainly Continuous Activity		/	
4) Continuous Activity with Intense Moments	/		/
5) Sustained Intense Activity			

1) Low Activity

Activity at this level can be simple, stereotypic, repetitive and passive. The child is absent and displays no energy. There is absence of cognitive demand. The child characteristically may stare into space. N.B. This may be a sign of inner concentration.

2) A Frequently Interrupted Activity:

The child is engaged in an activity, but half of the observed period includes moments of non-activity, in which the child is not concentrating and is staring into space. There may be frequent interruptions in which the child is not concentrating and is staring into space. There may be frequent interruptions in the child's concentration, but his/her involvement is not enough to return to the activity.

3) Mainly Continuous Activity:

The child is busy at an activity, but it is at routine level and the real signals for Involvement are missing. There is some progress, but energy is lacking and concentration is at a routine level. The child can be easily distracted.

4) Continuous Activity with Intense Moments:

The child's activity has intense moments during which activities at Level 3 can come to have special meaning. Level 4 is reserved for the kind of activity seen in those intense moments and can be deduced from the involvement signals. This level of activity is resumed after interruptions. Stimuli, from the surrounding environment, however attractive cannot seduce the child away the activity.

5) Sustained Intense Activity:

The child shows continuous and intense activity revealing greatest involvement. In the observed period not all the signals for involvement need to be there, but the essential ones must be present; concentration, creativity, energy and persistence. This intensity must be present for almost all the observation period.

Appendix 3B

Checklist Observer: Ellie Williams

Context:

Children were completing a shopping activity as an independent task. Children were shown a large board of items and asked to choose 2 they wanted to buy. They then had to work out the total cost of the sum and demonstrate using the correct coins to be able to pay that amount of money.

Tick if Observed	Child 1 (GREEN)	Child 2 (BLUE)	Child 3 (RED)
6) Low Activity			
7) A Frequently Interrupted Activity			
8) Mainly Continuous Activity			
9) Continuous Activity with Intense Moments		/	/
10) Sustained Intense Activity	/		

4) Low Activity

Activity at this level can be simple, stereotypic, repetitive and passive. The child is absent and displays no energy. There is absence of cognitive demand. The child characteristically may stare into space. N.B. This may be a sign of inner concentration.

5) A Frequently Interrupted Activity:

The child is engaged in an activity, but half of the observed period includes moments of non-activity, in which the child is not concentrating and is staring into space. There may be frequent interruptions in which the child is not concentrating and is staring into space. There may be frequent interruptions in the child's concentration, but his/her involvement is not enough to return to the activity.

6) Mainly Continuous Activity:

The child is busy at an activity, but it is at routine level and the real signals for Involvement are missing. There is some progress, but energy is lacking and concentration is at a routine level. The child can be easily distracted.

4) Continuous Activity with Intense Moments:

The child's activity has intense moments during which activities at Level 3 can come to have special meaning. Level 4 is reserved for the kind of activity seen in those intense moments and can be deduced from the involvement signals. This level of activity is resumed after interruptions. Stimuli, from the surrounding environment, however attractive cannot seduce the child away the activity.

5) Sustained Intense Activity:

The child shows continuous and intense activity revealing greatest involvement. In the observed period not all the signals for involvement need to be there, but the essential ones must be present; concentration, creativity, energy and persistence. This intensity must be present for almost all the observation period.

Appendix 4A

Interview in Lesson study 1 Nursery

What learning do you do together today?

Child 1: Food

Child 2: Money

Child 3: Played shops, played with all my friends.

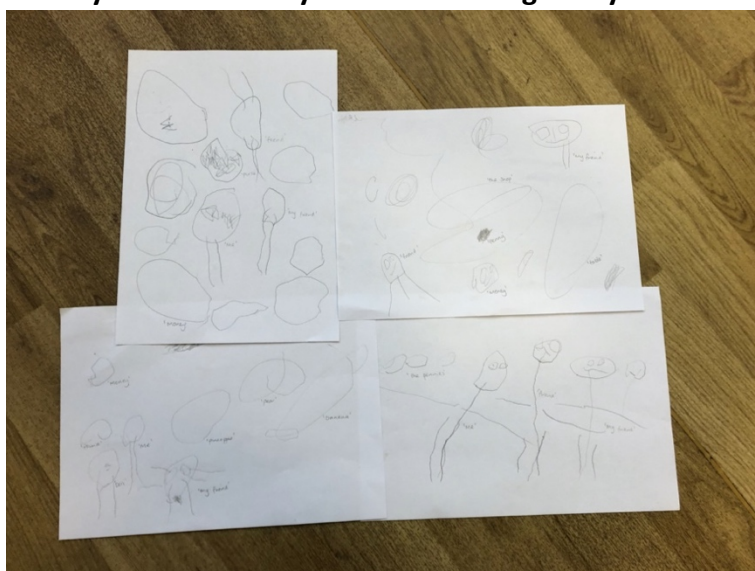
What was your favourite part?

Child 1: Saying what do you want

Child 2: Playing with all my friends

Child 3: Playing with all my friends

Can you draw what you were learning today?



Can you point to how you feel about your learning today? Why?



Child 1: Happy because I was playing



Child 2: Confused – I found it tricky giving the



Child 3: Confused – no reason given

What would you want to do next time?

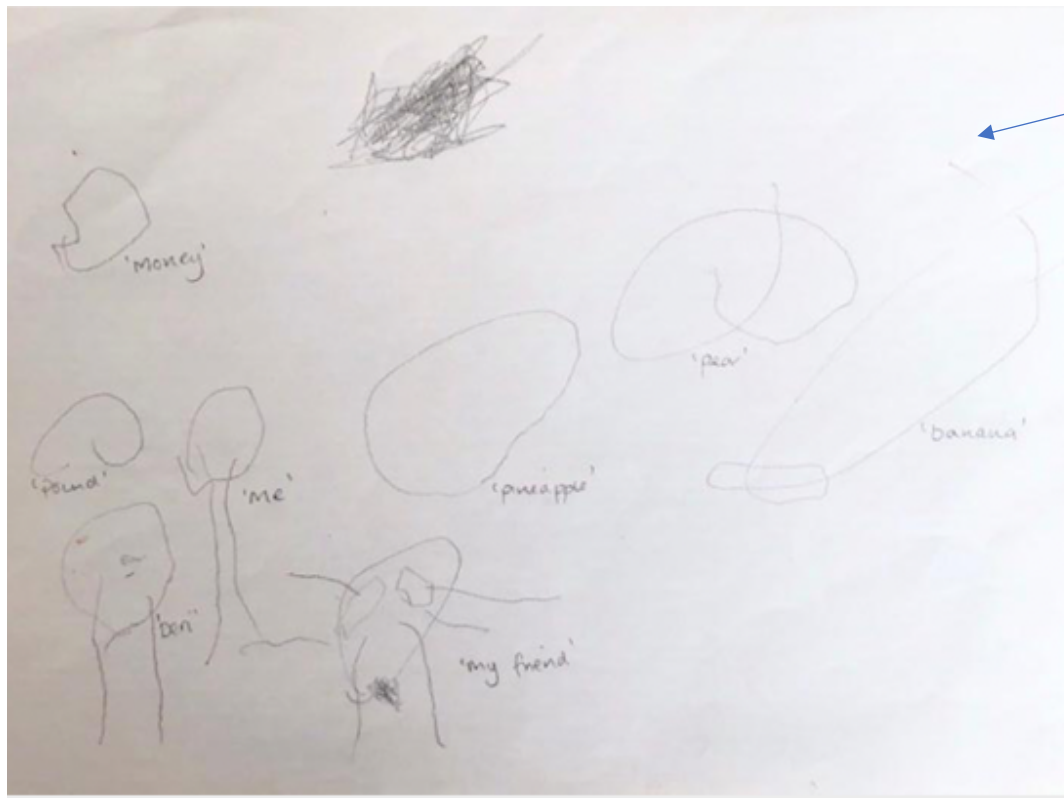
Child 1: I want to play with child 3

Child 2: A toy shop

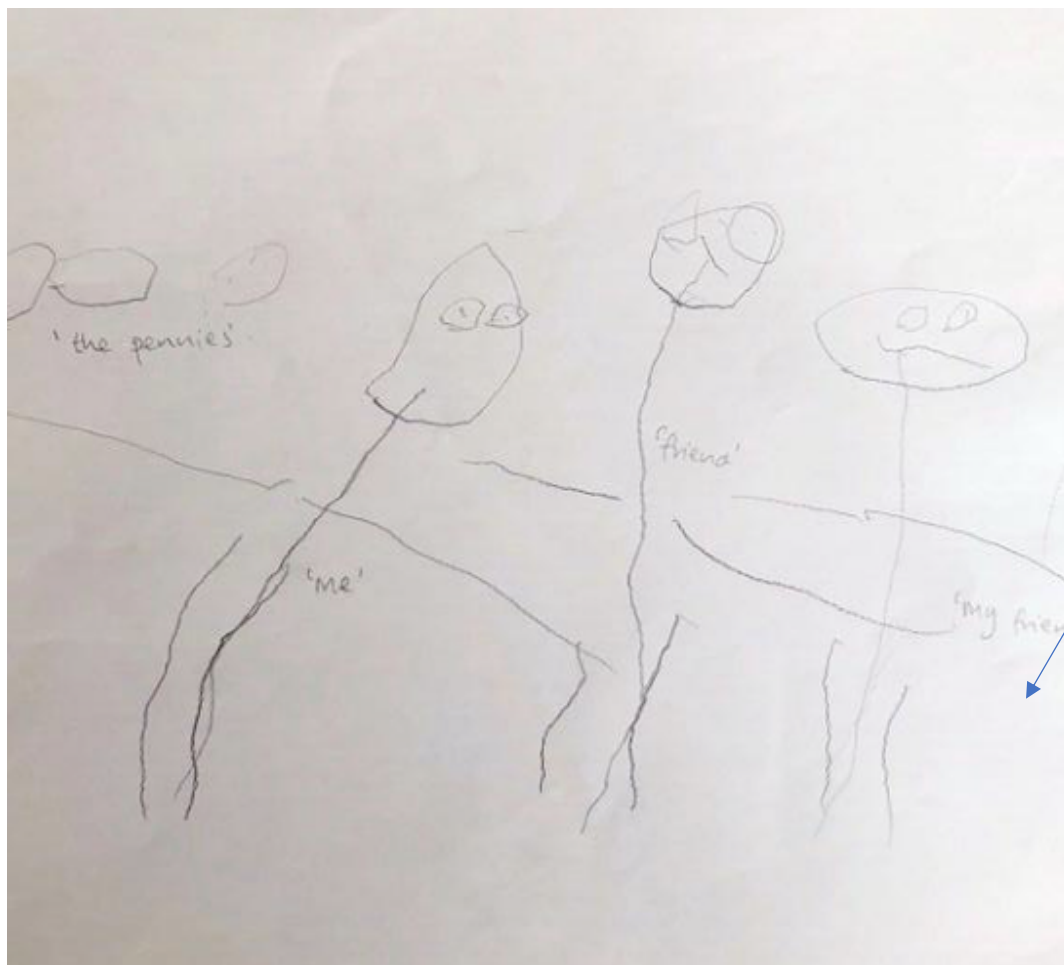
Child 3: /

Interview stopped because children were getting distracted and were losing concentration

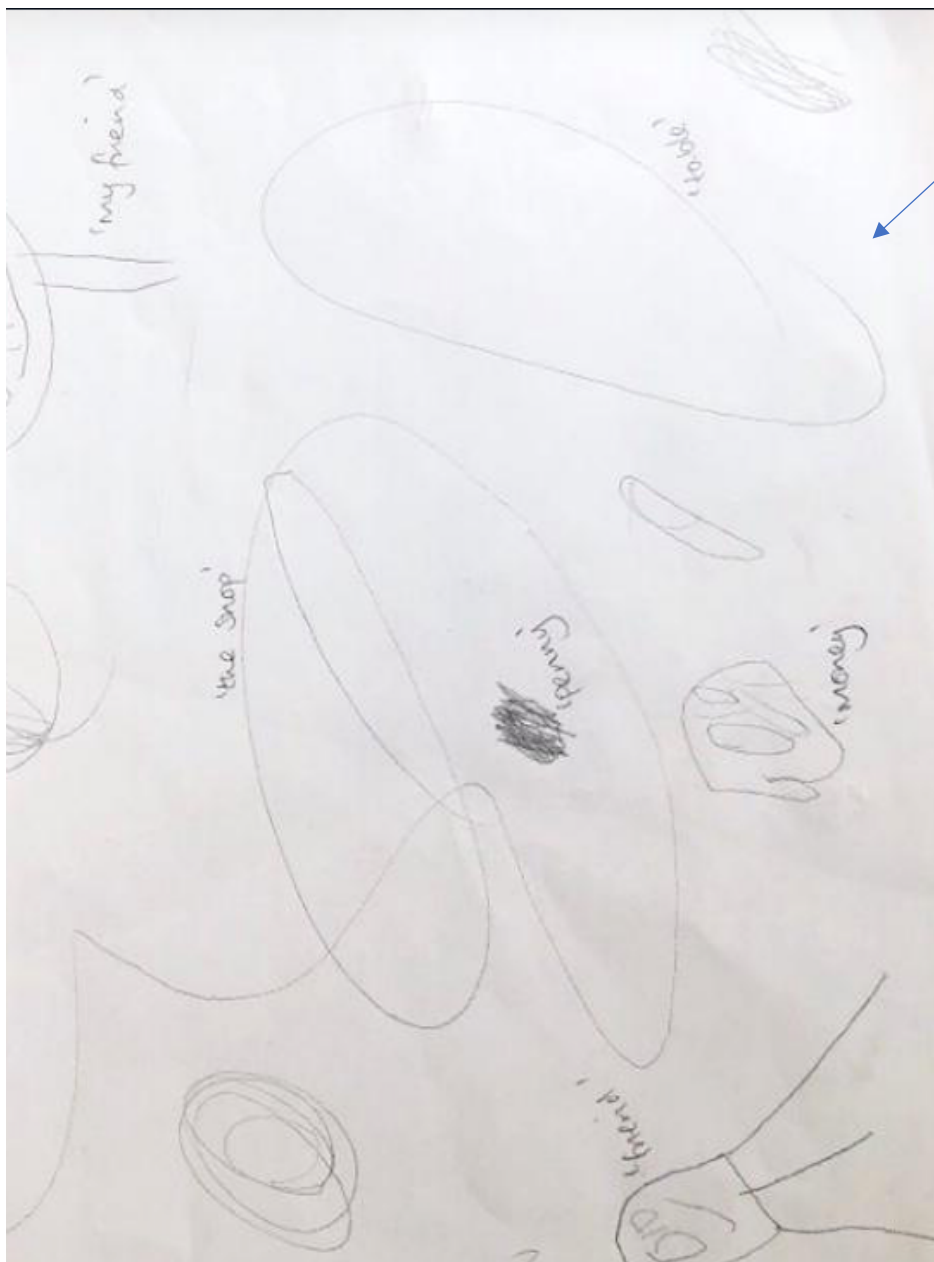
Appendix 4B



Child 3



Child 2



Child 1

Appendix 4C

Lesson Study 2 Interview

Year 2 children

Did you enjoy your independent learning today?

Yeah – I found it easy – it was more fun for learning about money. (LA)

Yes- I enjoyed adding up the money (HA)

I like writing the maths and figuring out and getting the money. (MA)

Did you understand the activities you had to do? Did you need any help to complete the task?

Yeah, no I was using my hands and the number grid. (LA)

Yeah, no. It was fun – (HA)

I didn't need any help I just used my hands (MA)

Can you explain to me some of the things you had to do?

HA- We have to put the right things in each box (the sums in the boxes and money money and answers)

MA- You had to choose items and then write the sum down on the board and work out the answer and get the right amount of money from the cups

LA- The ones without prices on you can't buy because they were sold out. We had to get the right money

Which of these activities would you like to do again?

LA- The shop – all of it

HA- harder sums

MA- harder sums

Did you work with your friends in a group or independently?

HA- We worked as a three to work out the answer (because they were harder sums)

MA- I was on my own

LA- I was on my own too.

Would you want to change anything?

HA- I would like to change the prices to make it harder

LA- I would like to do taking away

MA- I would like to do the times table