

Appendix

Target Setting:

Teitl yr aseiniad (h.y. eich cwestiwn ymchwil)

Assignment Title (i.e. your research question)

Gallwch ychwanegu'ch targedau o'ch aseiniad diwethaf gan ddefnyddio'r tabl isod. /

Please add your targets from the previous assignment using the table below.

	Targed/Target	Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn. What I have done in this assignment.
Targed/Target 1	Correct referencing errors.	I have ensured that my in-text referencing is as it should be.
Targed/Target 2	Ensure my writing reads more suited to an academic paper	I have proofread my assignment numerous times and made adjustments accordingly.
Targed/Target 3	Provide a more critical analysis.	I have done by best to provide a critical analysis that is strengthened with references.

Figure 1.1: Observation forms including an adaptation of the Leuven scale for lesson study 1.

Date: 3/2/20
Observer: H. Bruce

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Geography Year 8 - Group task Benefits & Problems of Settlement growth.
Pupils Create mindmap of Pos & Neg. Points Summarised in letter to Council

Student Level of Involvement (adapted from the Leuven Scale)

		A	B	C
1. Extremely low:	No concentration: an absent, passive attitude	X		
	No goal-orientated activity, aimless actions, not producing anything	X		
	No sign of interest	X		
2. Low	Limited concentration			X
	Is easily distracted	X		X
	Actions only leads to limited results			X
3. Moderate	Routine actions: is not absorbed in the activity			X
	Limited motivation, no real dedication, does not feel challenged			X
	Does not use capabilities to full extent			X
4. High	Is engaged in the activity			X
	Most of the time there is real concentration but with brief moments of distraction			X
	Is motivated and challenged		X	
5. Extremely High:	Is absolutely focused		X	
	Is highly motivated and consistently on task		X	
	Shows precision, attention to detail and works to full capabilities	X		

Additional Comments

- A- Disengaged with task, possibly due to gender ratio?
- B- Focussed on task, actively participating in discussion
- C- Contributing to group work, distracted at times

Involvement Definitions:

1. Extremely low- The child shows little to no activity.
2. Low- The child shows some degree of activity but which is often interrupted.
3. Moderate- The child is busy the whole time, but without real concentration.
4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

H - Blue

Disengaged.

Only boy in group?

Distracted w/ lanyard

M - Yellow

Focused on teacher

Involved in group discussion.

L - Red

Contributing.

Distracted by test lanyard.

Date: 03/02/2020

Observer: Lydia Williams

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Geography Year 7, learning about development in cities and the impact.

Student Level of Involvement (adapted from the Leuven Scale)

		A	B	C
1. Extremely low:	No concentration; as absent, passive attitude			
	No goal-orientated activity, aimless actions, not producing anything	X		
	No sign of interest	X		
2. Low	Limited concentration			X
	Is easily distracted			X
	Actions only leads to limited results			
3. Moderate	Routine actions: is not absorbed in the activity	X		
	Limited motivation, no real dedication, does not feel challenged	X		
	Does not use capabilities to full extent	X		X
4. High	Is engaged in the activity		X	
	Most of the time there is real concentration but with brief moments of distraction			X
	Is motivated and challenged		X	
5. Extremely High:	Is absolutely focused		X	
	Is highly motivated and consistently on task		X	
	Shows precision, attention to detail and works to full capabilities		X	

Additional Comments

- a. uncomfortable in group
- b. Motivated and Positive contribution
- c. Wanted to be involved but did not dominate.

Involvement Definitions:

1. Extremely low- The child shows little to no activity.
2. Low- The child shows some degree of activity but which is often interrupted.
3. Moderate- The child is busy the whole time, but without real concentration.
4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely High- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

Year 7 - Geography

How contributing the most when whole class teaching is taking place.

Blue:

H

- Not dominating
- Not participating - potentially because of factors - one boy with all girls.
- Responds positively to 1-1
- No contribution to class questioning.

Red:

L

- Chatty but off task, interacts with teacher (positive)
- No contribution in front of class

Yellow:

M

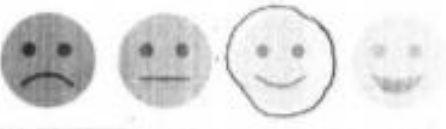
- Not dominating
- Participating somewhat
- Chatty with teacher
- Not much contribution in front of class

H Blue + Red
taking across
groups

confident in
group

peers looked
to her
for help

Figure 1.2: Focus pupil questionnaires from lesson study 1.

Questionnaire – Research Project	
The task	
How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	we first talked about the pros/cons about settlement growth, then we wrote a letter to the council about how we feel about the new north cardiff Development
Do you think that all members of your group were equally involved? (circle your answer)	
The learning	
What skills did you have to use?	writing, communication, teamwork, using pre knowledge about the subject, numeracy skills, literacy skills
Do you feel that you had enough prior knowledge to complete the task?	
The experience	
How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	I was totally happy with the subjects however i wasn't keen on the groups

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	we worked in groups to talk about the pros and cons of settlement growth then wrote a letter about the development of the North of coal cliff
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	Oracy teamwork
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	I would want to know more about the development of North of coal cliff So I could make a more educated argument

Questionnaire – Research Project

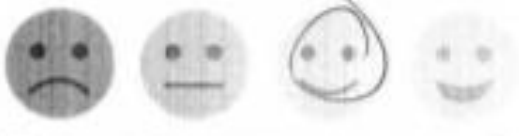
The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	We wrote & what was good & or bad about large cities
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	teamwork, & literacy skills
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	Teacher coming around to see if everyone is working together or if there are just 2 people doing every thing.

Figure 2.1: Observation forms including an adaptation of the Leuven scale for lesson study 2.

Date: 4/2/2020

Observer: R. Owen

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Mathematics - Helicopter Challenge - Students follow instructions to create their own 'helicopters' to test out down the school's stairway. Students decide on their helicopter's dimensions in order to try and maximise fall time.

- One helicopter per group of 4/5.

Student Level of Involvement (adapted from the Leuven Scale)

		1	2	3	4	5
C -	1. Extremely low:	No concentration as observed, passive attitude				
		No goal-orientated activity, aimless actions, not producing anything				
		No sign of interest				
C -	2. Low	Lowest concentration				
		Is easily distracted				
		Actions only leads to limited results				
A -	3. Moderate	Routine actions: is not absorbed in the activity				
		Limited involvement, no real dedication, does not feel challenged				
		Does not use capabilities to full extent				
A -	4. High	Is engaged in the activity				
		Most of the time there is real concentration but with brief moments of distraction				
		Is motivated and challenged				
B -	5. Extremely High	Is absolutely focused				
		Is highly motivated and consistently on task				
		Shows precision, attention to detail and works to full capabilities				

Additional Comments:

A - Shows engagement with the activity but is distracted - drawing things in the back. Team works well but has moments of lack of interest.

B - Team focus of the activity is highly focused throughout.

C - Shows initial engagement. Is distracted by playing/arguing for long. Shows out the window, stopping engagement observations.

Involvement Definitions:

1. Extremely low- The child shows little to no activity.
2. Low- The child shows some degree of activity but which is often interrupted.
3. Moderate- The child is busy the whole time, but without real concentration.
4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

Date: 01/02/20
 Observer: Lydia Williams

Focus Question: When working in mixed ability groups, do higher achieving pupils dominate while lower achieving pupils participate less?

Lesson Context:

Year 7 maths constructing a helicopter in groups.

Student Level of Involvement (adapted from the Levens scale)

		A	B	C
1. Extremely low	No concentration, aimless, passive attitude No goal-oriented activity, aimless actions, not producing anything No sign of interest			X
2. Low	Limited concentration Is easily distracted Actions only leads to limited results	X		X
3. Moderate	Positive actions, is not absorbed in the activity Limited motivation, no real dedication, does not feel challenged Does not use capabilities to full extent	X	X	
4. High	Is engaged in the activity Most of the time there is real concentration but with brief moments of distraction Is motivated and challenged	X	X	
5. Extremely high	Is absolutely focused Is highly motivated and consistently on task Shows precision, attention is sharp and works to full capabilities			

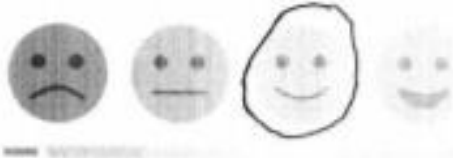
Additional Comments:

- * focus at beginning however drifting from task.
- * focused and determined group work.
- * No real focus, straying from task.

Involvement Definitions:

1. Extremely low: The child shows little to no activity.
2. Low: The child shows some degree of activity but which is often interrupted.
3. Moderate: The child is busy the whole time, but without real concentration.
4. High: There are clear signs of involvement, but these are not always consistent to their full extent.
5. Extremely high: During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

Figure 2.2: Focus pupil questionnaires from lesson study 2.

Questionnaire – Research Project	
The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	we had to make helicopters in groups to see how long it will take to get down the staircase
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	Creative, teamwork
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	Nothing

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	it was really fun we had to make these helicopters out of paper and we had to test it out to see which one was the slowest.
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	Team work, and Carefulness we did not rip the paper
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	Nothing I think it was good.

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	It was really fun easy and we got to improve our skills and we did debating and had so many ideas to improve it we had lots of tries to improve it was like if we were doing a business and needed to be safe perfect. I was really nice and amazing.
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	debating skills we had like improving in helicopters and we used measurement skills and it was so much teamwork.
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	Nothing maybe the designs nothing

Figure 3.1: Observation forms including an adaptation of the Leuven scale for lesson study 3.

Date: 4/2/20
Observer: H. Brace

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Business studies- Designing a business including marketing mix

Student Level of Involvement (adapted from the Leuven Scale)

		A	B	C
1. Extremely low:	No concentration: an absent, passive attitude			
	No goal-orientated activity, aimless actions, not producing anything		X	
	No sign of interest		X	
2. Low	Limited concentration		X	
	Is easily distracted		X	
	Actions only leads to limited results		X	
3. Moderate	Routine actions: is not absorbed in the activity			X
	Limited motivation, no real dedication, does not feel challenged			X
	Does not use capabilities to full extent			X
4. High	Is engaged in the activity			X
	Most of the time there is real concentration but with brief moments of distraction	X		X
	Is motivated and challenged	X		X
5. Extremely High:	Is absolutely focused	X		X
	Is highly motivated and consistently on task	X		X
	Shows precision, attention to detail and works to full capabilities	X		X

Additional Comments

A. Totally on task, actively contributing to group work

B. Mostly distracted with moments of being on task. Only contributor verbally.

C. Mostly on task despite rest of group not participating. Being distracted by group members. Main contributor

Involvement Definitions:

1. Extremely low- The child shows little to no activity.
2. Low- The child shows some degree of activity but which is often interrupted.
3. Moderate- The child is busy the whole time, but without real concentration.
4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

Date: 4/12/2020

Observer: R. G. W. E. N.

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context: Y10

Business Studies - Business propositions including Marketing mix.
5 groups of 3-4 Students

Student Level of Involvement (adapted from the Leuven Scale)

		A	B	C
1. Extremely low:	No concentration: an absent, passive attitude		✓	
	No goal-orientated activity, aimless actions, not producing anything		✓	
	No sign of interest			
2. Low	Limited concentration		✓	
	Is easily distracted		✓	
	Actions only leads to limited results			
3. Moderate	Routine actions: is not absorbed in the activity			
	Limited motivation, no real dedication, does not feel challenged			
	Does not use capabilities to full extent			
4. High	Is engaged in the activity	✓		✓
	Most of the time there is real concentration but with brief moments of distraction	✓		✓
	Is motivated and challenged	✓		✓
5. Extremely High:	Is absolutely focused	✓		
	Is highly motivated and consistently on task	✓		
	Shows precision, attention to detail and works to full capabilities	✓		

Additional Comments

A - Consistently on task - actively contributing to group work.

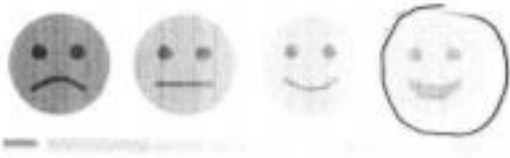
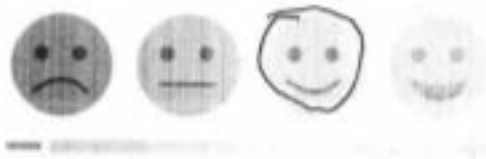
B - Very limited activity - Periodically engaged but mostly passive in terms of activity

C - Takes control of the task - listens to others input - produces most of the work but is distracted by others. Is persuaded by the others into sharing feedback for the group.

Involvement Definitions:

1. Extremely low- The child shows little to no activity.
2. Low- The child shows some degree of activity but which is often interrupted.
3. Moderate- The child is busy the whole time, but without real concentration.
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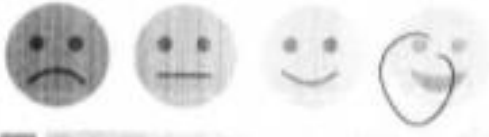
Figure 3.2: Focus pupil questionnaires from lesson study 3.

Questionnaire – Research Project	
The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	group task writing a business plan.
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	teamwork
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	the original groups - would prefer to choose own

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	hadn't done get anything
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	Im dumb
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	Idont know

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	We wrote a description on how to start a takeaway shop.
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	Thinking and working with other people
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	have more time.