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Student number: 1300241

Write a critical and analytical essay that discusses your practitioner research 'Lesson Study' in relation to a chosen field.

Word count: 5267

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	**REFER**		**D**	**C**	**B**	**A**
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)				✔		
2. Intellectual Skills (Analysis)				✔		
3. Pedagogic and Professional Applications (Practical Application and Deployment)				✔		
4. Key Transferable Skills					✔	

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	**PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP**
I think that I have presented data/findings in an appropriate fashion.	I feel that I need to improve on how I link my analysis of theory to practice.

How does the use of self-assessment in mini-plenaries affect levels of pupil engagement?

Aim, focus and purpose of the research

The issue that I have chosen to focus my research on is the effect that self-assessment strategies during mini-plenaries, have on pupil engagement, in a primary school context. This has been chosen as a subject for the research due to my personal feelings that, although my use and delivery of plenaries during - and at the end of - sessions is developing; it is the area of my practice that I feel needs the most development. Evidence of this can be seen in action plans from teaching experiences and found in appendix 1. In my class, plenaries are commonplace at the end of sessions, however their use at various planned points throughout lessons is not utilised. My co-researcher often uses this strategy in their classroom, however the effect that their use has on pupil engagement has not been noted throughout their practice.

Research context

The research was carried out in two schools. Due to ethical reasons, which will be outlined later in this paper, for the purposes of this study they will be referred to as 'School A' and 'School B'.

School A

The first context that research took place in is a moderately sized community school based on the periphery of an urban area. Estyn (2016a:1) states that at the time of their inspection 37% of pupils were eligible for free school meals, whilst 46% of pupils were identified as

having additional learning needs. Approximately 20% of pupils come from a minority ethnic background and a similar percentage speak English as an additional language.

School B

The second context for the research is a large inner-city faith-based school. Estyn (2014:1) reports that in 2014 16% of pupils who attended the school were eligible for free school meals, whilst 28% of pupils were identified as having additional learning needs. Approximately 34% of pupils come from minority ethnic backgrounds and 30% speak English as an additional language.

The class I was responsible for whilst on placement was a Year 5 class with 31 pupils. 4 of these children were classified as having additional learning needs, whilst 3 children in the class were in receipt of free school meals. The co-researcher's class was also a Year 5 class, but with 27 pupils. 6 of these children were classified as having additional learning needs, whilst 7 were in receipt of free school meals. Despite not being identical in nature, we both felt that the two groups being within the same age range and in a similar geographical area was helpful for drawing comparisons and also for logistical reasons.

When speaking together regarding our research intentions, we decided to design our enquiry to discover: how the use of self-assessment in mini-plenaries affects levels of pupil engagement.

Literature Review

Once a research subject had been decided upon, I subsequently decided to read relevant research that has already been conducted in the principle areas that would be involved in the study. These are namely, self-assessment, mini-plenaries and pupil engagement.

Assessment is described by William (2013) as being the 'bridge between teaching and learning'. This is to say that if professionals were able to say with certainty that pupils

acquired skills and knowledge the first time they were taught, there would be no reason for assessment to take place. Children assessing others' and their own work is said by The National Foundation for Educational Research (2012) to deepen pupils' understanding of learning objectives and actively involve them in their own learning, thus increasing the likelihood of them making progress. This involvement, is notably reflective of a central theme in an independent review of curriculum arrangements in Wales, which calls on schools to foster pupils' 'independence and self-reliance' (Donaldson, 2015:28) throughout the process of teaching and learning. This can be seen to mirror a concept termed 'academic self-regulation' which is referred to by Pintrich, (2000) and Zimmerman and Schunk, (2004) as being the process of managing one's own learning. Their research suggests that this learning trait and academic achievement are closely related.

Despite the positive impact of self-assessment being widely noted in literature (Andrade and Boulay, 2003; Andrade, Du and Wang 2008; Ross, Rolheiser and Hogaboam-Gray, 1999), challenges in its use also exist. Andrase and Du (2007) suggest in their research that students should be supported and given opportunities to practise self-assessment in order to benefit from the technique. They found that although some pupils perceived self-assessment as 'a big pain' (Andrade and Du (2007:164) when first adopted, after having utilised it their attitudes became more positive. Likewise, it is the viewpoint of Ross (2006) that students must be taught the purpose of the technique, and how to apply set criteria to their work in order for it to benefit learning and achievement.

The National Foundation for Educational Research (2012) write that the development of self-assessment in the classroom can play a key part in effectively motivating and engaging pupils. This is something which is seen by Skaalvik and Skaalvik (2007) and Christophersen et. al (2016) as being an increasingly important aspect of classroom practice, since PISA assessments and scores have begun to feed educational discourses and policy developments. Christophersen et al (2016) describes how this narrative has led to a shift in focus on teacher education programmes having an increased emphasis on developing skills which support pupil engagement. Marks (2000) discusses this issue and concludes that these skills are vital to address problems in education such as low achievement. Engagement could be seen as the simple level of investment that a pupil puts into a learning experience, yet the complex

nature is recognised by Martin and Torres, (2004) who describe the concept as the relationship between a student and various elements of the school environment. Moreover, engagement with each element is able to be measured through behavioural, emotional or cognitive dimensions (Martin and Torres, 2004). Engagement is emphasised as being important in many documents, including Donalson's (2015) Successful Futures report, where the words 'engage' and 'engagement' are used 47 times in varying contexts. However, it has been expressed by Coe (2015) that engagement could in fact be a 'poor proxy' for learning. This viewpoint is corroborated by Nuthall (2007:24) who states that in many classrooms, children are most engaged with material that they are already familiar with. This suggests that engagement merely provides practitioners with an illusion that learning is taking place. Evidence to support this can be seen through the fact that countries with higher PISA rankings, often have lower scores on measures of student engagement (Loveless, 2015:27), however the same author notes that relationships such as this are prone to reverse causality, meaning that determining which element is the cause and which is the effect can be difficult.

Motivation and engagement are vital components of learning, but if pupils are only motivated and engaged with tasks which they already know how to do, then it could be seen to be occurring at the expense of learning. It could be concluded that it is what these two elements are combined with, that determines the impact of learning. Planned plenaries are one element of practice which can be included in lessons to increase the impact of learning. According to the Department for Education and Skills (2004:12) their use encourages pupils to explore and extend their learning. This can be achieved by executing planned interactive teaching activities, which aim to recognise the contributions of individuals and stimulate curiosity about learning amongst the whole class. When combined with feedback, The Education Endowment Foundation (2018) states that there is potential for a high impact on learning to be achieved. Alves (2017:12) goes further to support the use of plenaries by suggesting that both children and the leader of the learning, are given opportunities to reflect, extending knowledge and understanding. It is argued by Joyce-Gibbons (2017) that the use of plenary activities shouldn't be limited to the ends of lessons; whilst the teacher's role in aiding collaborative learning activities and the importance of it, throughout lessons, has been recognised by writers including Gillies and Boyle, (2008) and Kaendler et al (2014). The placing of these activities at opportune points of the lesson is advocated by Dillenbourg,

(2013) to enable practitioners to develop activities in a way which addresses the dynamic needs of the class. The points at which these mini-plenaries are required could be seen to be at the discretion of the class teacher, however The Department for Education and Skills (2004:12) state that planned mini-plenaries tend to be more effective than those that are spontaneous. Despite this, care should be taken to ensure that a balanced approach is used during the planning process, as the over-planning mini-plenaries, has the potential to inhibit sufficient levels of potential inquiry (Department for Education and Skills 2004:12). In addition to this, Didau (2016) comments that the benefits of such activities midway through lessons must be carefully balanced against the 'cost' of using them. It is argued that the consequence of spending time utilising whole-class discussion during planned plenaries, is that less time is then available for pupils to apply understanding to their individual work.

After carefully considering the relevant literature it was decided that when using self-assessment activities in the form of mini-plenaries during our study, care would be taken to evaluate the potential costs and benefits of their use. This allowed the final research question to be constructed which is as follows:

How does the use of self-assessment in mini-plenaries affect levels of pupil engagement?

Methodology

The Welsh education system has recently seen a number of key policy developments. These include the publication of documents such as Successful Futures (Donaldson, 2015) and Teaching Tomorrow's Teachers (Furlong, 2015). It is said by the Welsh Government (2017a) that the overarching aim of the proposals outlined in these documents is to 'reform education to benefit pupils'. In response to this, The Education Workforce Council (2017) argue that current professional teaching standards are insufficiently engaged with by teachers. Whilst Tabberer (2013) further expresses how the current teaching standards have led to a situation where the quality of initial teacher training (ITT) in Wales is no better than

adequate. Due to this, Furlong (2015:39) recommended that new professional standards should be implemented in order to contribute to the raising of standards in the sector.

The new teaching standards state that there are six values and dispositions that professionals must have high standards in (Welsh Government 2017b). One of these is titled 'The Professional Learner', it is described by as being when a teacher:

Commits to continuous engagement in career long development, collaboration and innovation.

(Welsh Government, 2017b:8)

This view is concurrent with the themes developed by the Welsh Government (2015) in their document 'Effective use of data and research evidence' where it is proposed that a professional learning model based on four components, should emphasise the need for practitioners to continually reflect and develop their practice throughout their careers.

The importance of research in the classroom environment is also stressed by the Organisation for Economic Co-operation and Development (OECD, 2014:126) who state that research should be considered the starting point of policy development and classroom practice, rather than being applied after implementation. An example of this practice used in Japan was highlighted by the OECD (2011). It commented that 'Lesson Study' is used as a process of observing, commenting and improving colleagues' classroom practice.

After researching this method, it was decided that it would be used as the methodology this study's research. Cordingley et al (2004) writes that Lesson Study blends the most effective elements of professional learning that have the largest effect on teaching and learning. The effectiveness of the method is said by Dudley (2012) to be effective, stating that its use had a considerable impact on 11 year olds' writing and mathematics in a study consisting of hundreds of schools. However, it is important to note that the author of this study into the technique's effectiveness is the same person who introduced lesson study to the United Kingdom and is currently as adviser to a number of national projects on the use of the method.

Lesson Study is a form of action research and the process can be seen in figure 1.

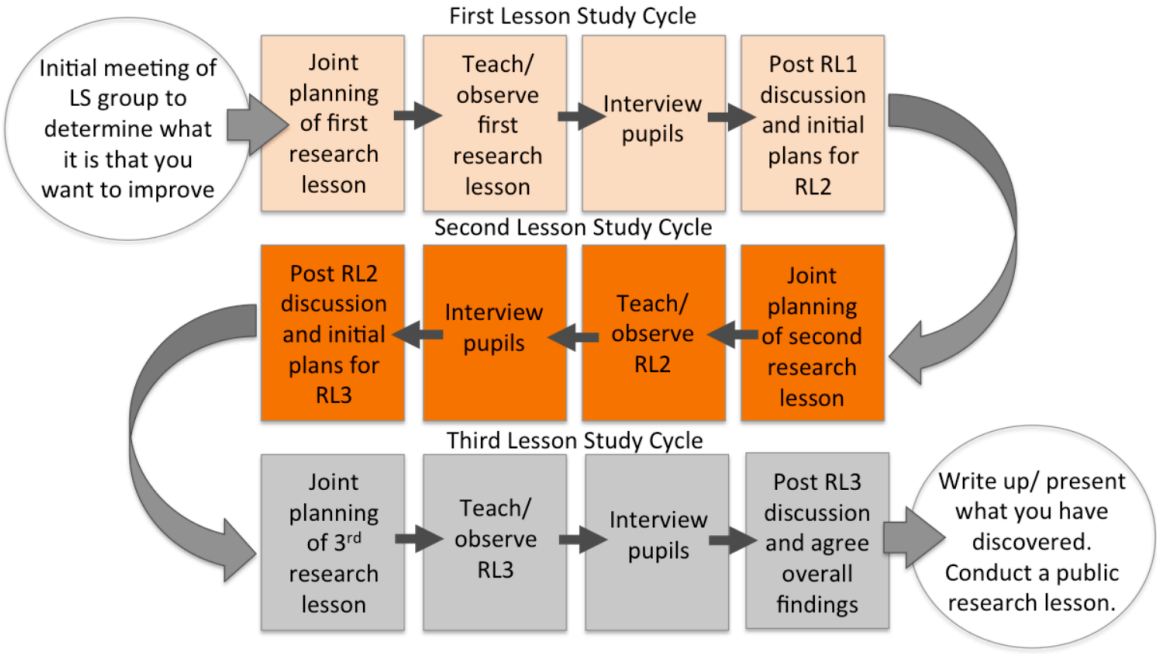

Figure 1 (Dudley, 2014:6)

As can be seen above, once a focus for the study was decided a joint planning process took place. One researcher was a particpant in the study as they were teaching the lesson to the class. The second researcher was a non-participant in the lesson and was focussed on data collection relevant to the research topic. In this case the following data collection methods were used:

Observation

Observations were conducted by the researcher in order to ascertain levels of pupil engagement and varying points in the lesson. The Leuven Scale of Engagement (Laevers, 1994) was used as a tool to quantify the data collected. A copy of the scale descriptors and the schedule used can be found in appendix 2. Time sampling was chosen as the method of collecting data within the observation. This is identified by Slee, Campbell and Spears (2012) as being a useful way of sampling a stream of observable behaviours, which may otherwise be undetected. Despite discrete behviours such as those specified within the Leuven Scale being able to be identified at regular time intervals, disadavtages exist in using this method.

Observable behaviour may occur at any time, however if it was to fall outside of the intervals defined by the researchers in the design of the study, it would not be recorded. Overall it was decided that a five minute interval was suitable as it allowed for a constant and representative stream of data to be recorded.

Pupil interviews

Following the lesson, pupil interviews were conducted in line with the process illustrated in figure 1. All participants were asked the same questions so as to ensure that the aims of the research were being addressed. The use of interviews as a means of data collection allowed for detailed qualitative data collection to take place through discussion. However, the researchers noted the fact that if a set structure was not rigourously followed during the interview, the event could take on a form similar to a conversation. The danger of this change was that the research became more subjective than objective, as the researchers personal views entered into discussions. It is written by Oppenheim (1992: 66-77) that this shift can devalue the integrity and overall validity of the research outcomes. A central viewpoint is taken on this issue by Cohen, Manion and Morrison, (2018:349), who state that subjective and objective labels cannot be assigned to interviews as they are a 'shared construction of knowledge'. It was also decided that any answers given to the questions would be direct quotations if possible, so as not to prevent the chances of unintentional bias and manipulation of the data. The group of four pupils chosen for interview consisted of a representative sample of pupils across gender and classroom ability groupings.

These research methods were chosen as they are seen by Tashakkori and Creswell, (2007) as being complementary. This 'mixed methods' (Tashakkori and Creswell, 2007: 4) approach is defined as being when both qualitative and quantitative methods are used within one study. It is written by Tashakkori and Teddlie, (2010: ix) that through the use of such an approach during data collection that the validity of outcomes is improved.

Ethical considerations

Throughout the research it was important for the researchers to carry out data collection and analysis in a way which met ethical principles. To assist in the identification of potential ethical issues the British Education Research Association document Ethical Guidelines for Educational Research (2011) was consulted along with with the University of Wales Trinity Saint David (UWTSD) (2017) Research Ethics and Integrity Code of Practice. Written assent was obtained from all pupils prior to starting the research. In addition to this no pressure was applied to the pupils who were selected to take part in the interview process and all participants were made aware of their right to withdraw from the process at any time without having to give reason. The researchers felt that this was an important point to make the particpants aware of, as in a school environment pupils may not be used to participation in activities being optional. Care was taken to ensure that data was collected, stored and transported in a way which minimised risks to anonymity and confidentiality. Further details regarding ethical considerations can be found in appendix 3.

Lesson Study 1

It was decided between the reseachers that the specific curriculum area that would be focussed on during the lesson would be English. Reference to the specific curriculum and LNF skills addressed can be found in in the lesson plan used, which has been included in appendix 4. The rationale and intended impact of the study was to try and improve a pupil engagement, measurable through the observation of four target pupils. This would be acheived through using self assessment as a form of assessment for learning (AfL) during planned mini-plenaries.

Overall, within this Lesson Study it can be seen that the use of mini plenaries had a generally positive impact on pupil engagement. This an be deduced from the outcome of observations on the four target pupils, which can be seen figure 2.

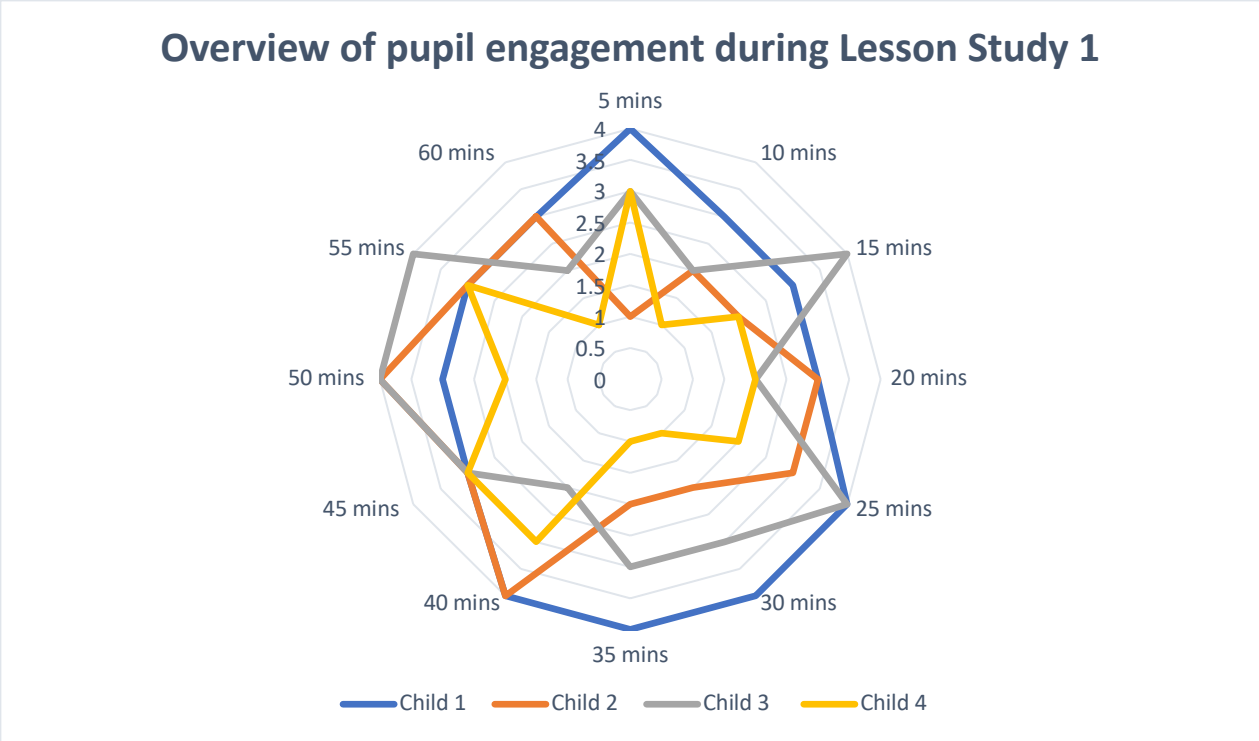

Figure 2

A breakdown of individuals pupil's levels of engagement within the session can be found in appendix 5. During this lesson, mini-plenaries were carried out at 25 minutes, 35 minutes and 45 minutes.

It can be seen from the above figure that the first mini-plenary did not have a negative effect on the negagement of any observed pupil, with a neutral impact being observed for half of the cohort and a positive impact observed for the remaining half. The second at 35 minutes had no effect on levels of engagement on any of the observed cohort, whilst the final mini-plenary at 45 minutes showed a drop in engagement in two pupils, a small rise in engagement in one and no effect in one.

From the analysis of figure 2 it can be seen that at the first of these points there was an average rise of 0.75 points on the pupil engagement scale. The second point had a smaller positive effect, whilst the final mini-plenary had a small negative impact on the average observed levels of engagement. This can be seen in figure 3.

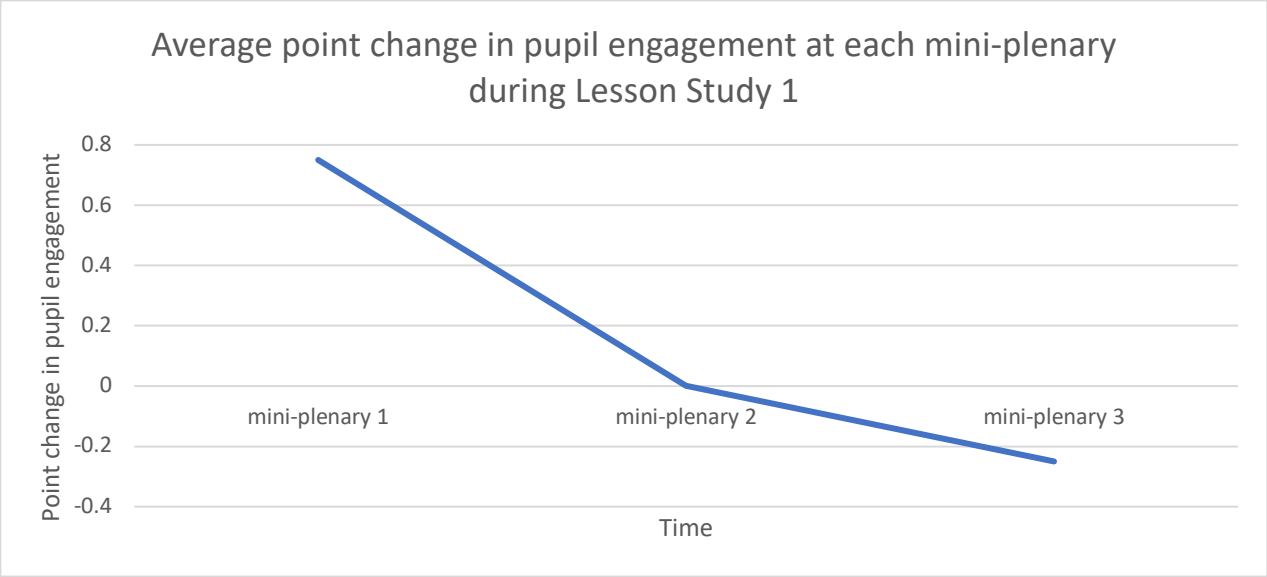

Figure 3

The decreasing impact of pausing the lesson for a mini-plenary was reflected by the thoughts of the observed cohort in the post lesson interview with one stating that:

The first stop was helpful because it allowed me to start to think with an idea and let the teacher know if I needed help

A pupil interviewed after Lesson Study 1

However, the same pupil went on to say:

At the end of the lesson stopping made me lose my flow, it confused me and distracted me from the task

A pupil interviewed after Lesson Study 1

The thoughts of this participant echos what is written by Didau (2016), that although mini-plenaries are a useful tool to use in class, care must be taken to analyse the 'cost' of their use. In this example the 'cost' of stopping this pupil was that it distracted them from their task and gave them less time to focus on their group's work. This may have caused the mini-

plenary to have the unintended effect of decreasing perceived levels of engagement, as can be seen figure 3.

In line with the process detailed in figure 1 the researchers carried out a post lesson interview with the four observed particpants. It was important for the researchers to collect data and information about what they thought worked well, and how they thought the lesson could have been improved.

The first suggestion made was that fewer mini-plenaries should take place during the lesson. It was decided amongst the group that one would be sufficient as the more that took place the less effective they were. Other pupils stated that they liked the use of a stimulus in order to get them interested and warm them up for the task and that working on A3 paper was useful to create a poster showing their ideas. A transcript of the interview can be found in appendix 6.

After engaging in discussion over the findings of the Lesson Study, the researchers used the information to inform planning for Lesson Study 2. It was decided to retain the key elements from the orginal lesson which aided learning and engagement. The main change was to reduce the number of mini-plenaries that took place from three to one. The intended aim of this was to reduce the negative impact of multiple mini-plenaries seen in Lesson Study 1. As researchers it was felt that the data collection tools that were being utilised were sufficient to meet the aims of the research, so it was decided to leave these unchanged.

Lesson Study 2

The principle curriculum areas covered during Lesson Study 2 remained the same as those used during Lesson Study 1, these can be seen in appendix 4. The amendments that were made to the lesson can be seen to be marked with the words ‘Lesson Study 2’. The rationale and intended impact of the study was to try and improve a pupil engagement, measurable

through the observation of four target pupils. This would be acheived through using self assessment as a form of assessment for learning (AfL) during planned mini-plenaries.

Overall, the use of mini-plenaries and the effect which they had on pupil engagement in this Lesson Study, can be seen to be less clear cut than the effect observed in Lesson Study 1. This can be seen in the outcome of observations which are presented in figure 4

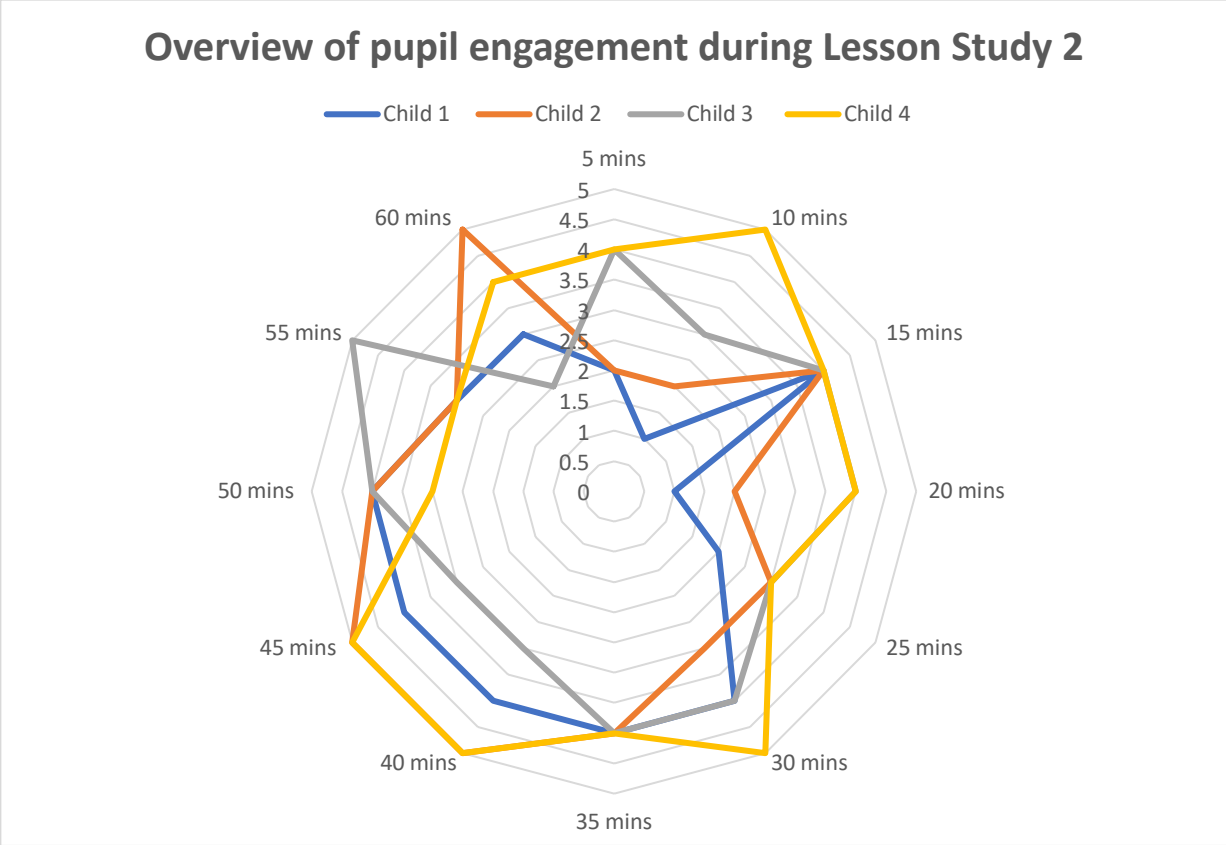

Figure 4

A breakdown of individual pupil's levels of engagement within the session can be found in appendix 7. During this lesson, one mini-plenary was carried out at minute 45 of the lesson. The mini-plenary was placed here as a direct result of observations and feedback from the previous lesson. The results of observations from Lesson Study 1 which can be seen in figure 5 suggested that levels of engagement dropped rapidly towards the end of the session.

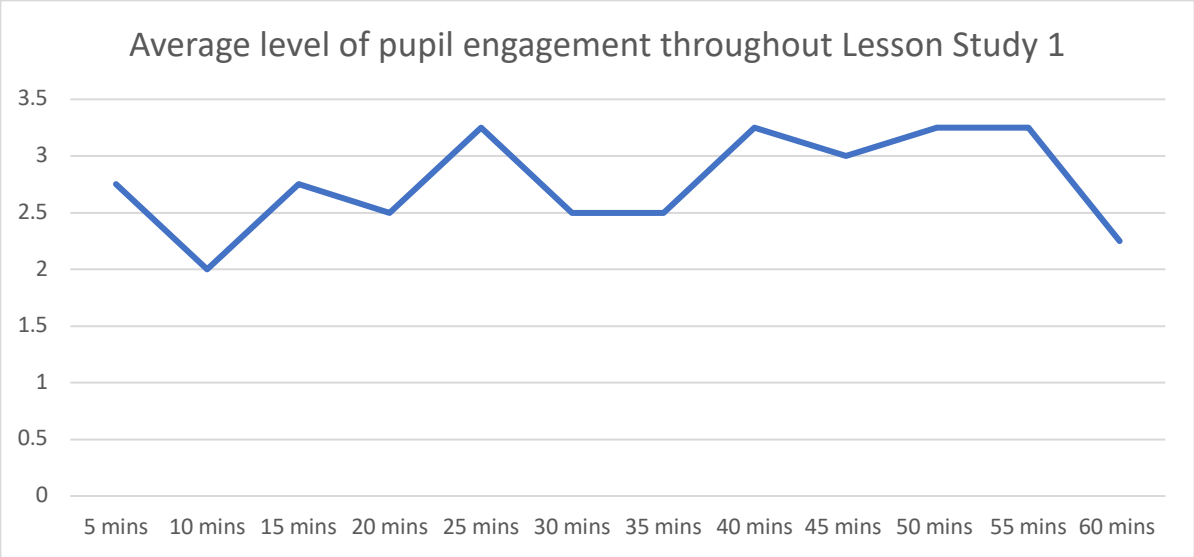

Figure 5

Considering the 0.8 change in levels of pupil engagement at the first mini-plenary in Lesson Study 1 which can be seen in figure 3, it was decided that the mini-plenary should be placed towards the end of the lesson in order to prevent a drop in levels of engagement. The outcome of placing the mini plenary at this point can be seen in figure 6.

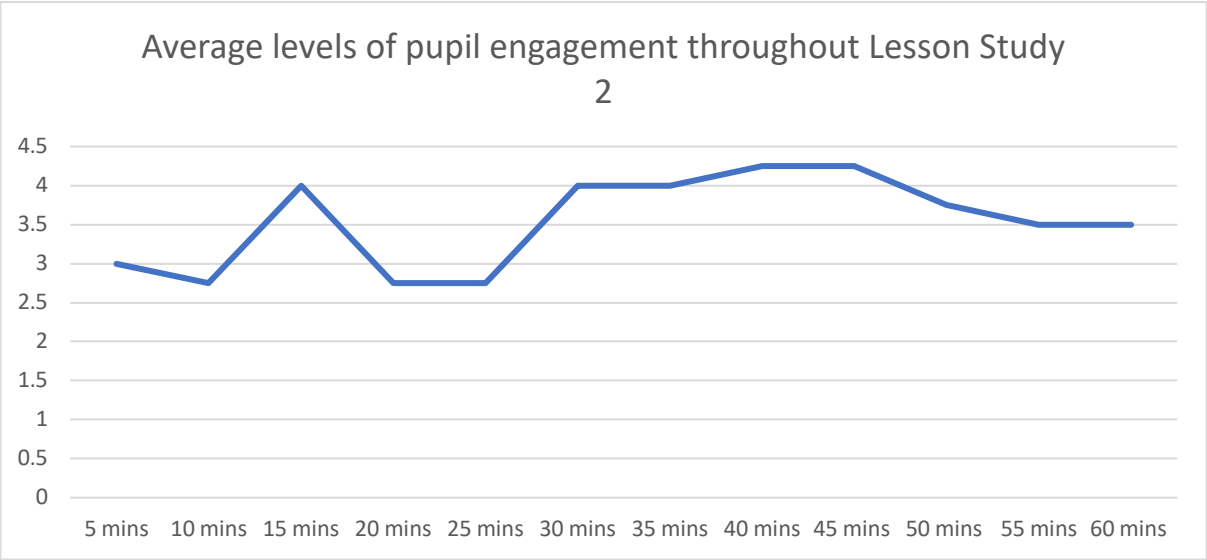

Figure 6

It can be seen that average levels of engagement held stable during the plenary section and then declined slowly but were maintained at a higher level than in Lesson Study 1. From this

it could be suggested that the first mini-plenary was successful but didn't have an identical effect as when used in Lesson Study 1.

During the post lesson interview, it was clear that the stopping of the lesson was useful to the group of pupils who were being observed. One pupil stated that stopping the lesson helped them to:

'understand the lesson by giving other people's ideas as examples'

A pupil interviewed after Lesson Study 2

'If I didn't have an idea, listening to other people helped me because I either agreed or disagreed with their idea. After that I could put my thumb up and didn't need to ask a teacher for help'

A pupil interviewed after Lesson Study 2

From these statements it could be argued that the mini-plenary acted as a form of scaffolding to allow pupils to access the learning objective. This could be linked to Vygotsky's (1978) zone of proximal development theory (ZPD), that is the difference between what a learner can do without help and what they cannot do (Fani and Ghaemi, 2011:1550). Through peer support and contributions these pupils were assisted to form ideas which were in their ZPDs, thereby extending their learning.

When asked how the lesson could be improved, suggestions mainly centred around group working and organisation. The group felt that there was no need to alter the way that the mini-plenary was delivered. A full transcript of the interview can be found in appendix 8.

The next step of the process outlined in figure 1 was carried out and it was decided that the presentation of the data would need to be altered before it could be presented to others and in order for it to be effectively analysed.

Discussion of research findings

From the results of this research in two setting, it can be seen that the use of self-assessment in mini-plenaries can have a positive, negative or neutral effect on levels of pupil engagement. The potential factors influencing these results will be investigated below.

In the literature review of this document William (2013) was quoted as saying that assessment is the 'bridge between teaching and learning'. However, the effect of motivating and engaging pupils through the use of self-assessment which is claimed by the National Foundation for Educational Research, (2012) is difficult to deduce from the results of this study. Due to the combined nature of the mini-plenary and self-assessment activity, knowing whether the observed effect on pupil engagement was due to the content of the mini-plenary is not possible, without repeating the investigation, isolating the self-assessment and utilising it in a different context within the lesson.

Figure 7 shows a comparison of engagement levels in the two Lesson Studies. As can be seen engagement levels were generally higher amongst observed pupils who were taking part in Lesson Study 2. It could be argued that this is due to the fact that only one mini-plenary was included in the lesson, as results from Lesson Study 1 indicated that the cumulative effect of the mini-plenaries deployed in the studies resulted neutral or negative changes in engagement levels.

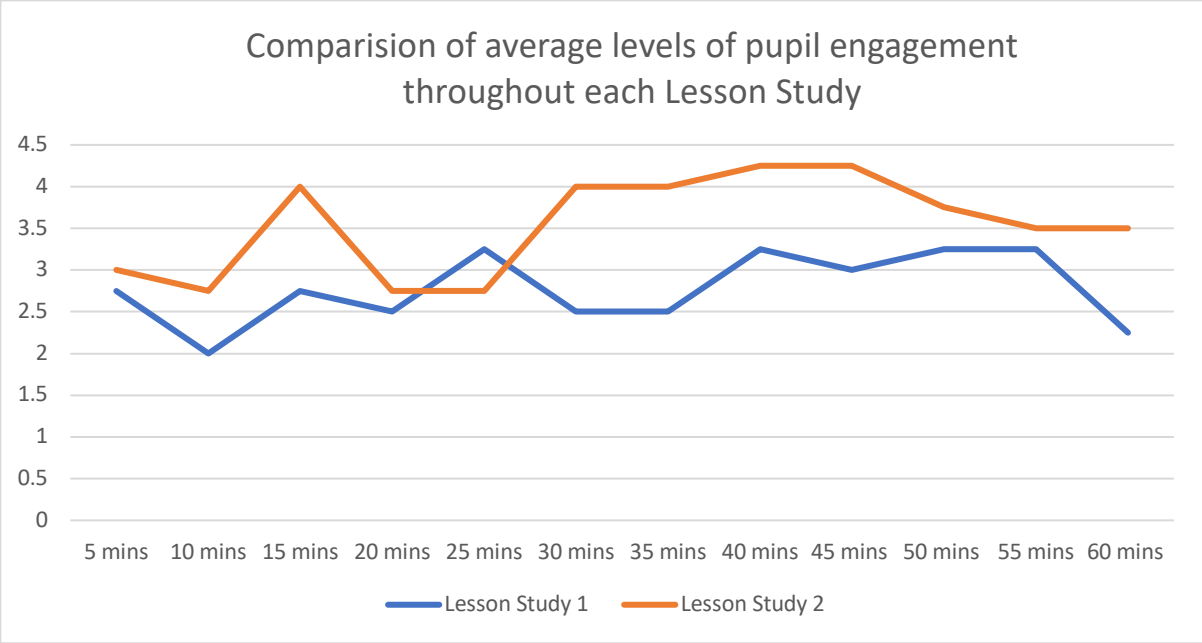

Figure 7

However, it cannot be assumed that the observed effect illustrated in figure 7 is purely due to the change in number of mini-plenaries. Each study was carried out in different environments with a different teacher and participants. Each one of these factors carries with it a number of complex reasons for why the participants might react differently during each of the Lesson Studies. Bronfenbenner's (1979) Ecological Systems Theory, which is shown in figure 8 can be used to effectively explain this.

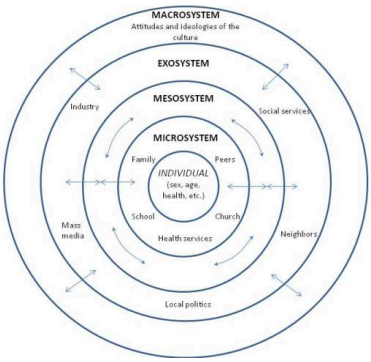

Figure 8 (Wikimedia Commons, 2012)

When the individual is placed at the centre of the model each layer of the system can be seen to have either a direct or indirect effect on the child. The very first radial encapsulates the child and their immediate context including friends and family. The exosystem includes wider and often indirect influences on the child, including neighbours and any input from agencies such as social services. As these elements interact with elements of the microsystem in the mesosystem a unique model is produced for each child. Without each child's model being identical, it is difficult to ascertain which elements of the observation were caused by the actions of the teacher and which were caused by external influences which could occur outside of school. In addition to this, the fact that two different teachers were delivering each lesson meant that there were unavoidable

differences in delivery which could have also affected levels of pupil engagement. Moreover, no control group is included within the methodology for Lesson Study, meaning that in this study, levels of pupil engagement in a lesson where mini-plenaries were not used was not known. Had this element been included within the methodology, the effect of the mini-plenaries would have been more self-evident.

Despite the limitations of the methods used in the study, the structure of Lesson Study allowed the researchers to carry out research in the classroom with an aim to improve practice. The process of reflecting on observations to inform future planning is referred to by the Welsh Government (2016) as the action enquiry cycle and forms a vital part of the professional learning attribute of the revised Teaching Standards for Wales (Welsh Government, 2017b). This process has recently been highlighted by Estyn (2017) who state that lesson observations focussing on improving teaching rather than judging it results in improvements in practice. Another aspect of the enquiry which increased the scope for improvements in practice was the inclusion of post lesson interviews with the observed participants. This allowed for another point of view to be appreciated within the reflection process, highlighting issues which may otherwise not have been known to the practitioner. Recent good practice guidelines published by Estyn (2016b) highlights how effective pupil participation and consideration of pupil voice benefits pupils and assists school in improving their practice. This is also supported by Flutter (2007) who in their research discovered that were able to gain a deeper understanding of the teaching and learning process.

Conclusion

If I was to teach this lesson again as a continuation of the Lesson Study process I would continue to use one mini-plenary during the lesson, however I would investigate the impact of moving the mini-plenary earlier in the lesson to see at which point it has the greatest effect on observed levels of engagement.

Moving forward from this piece of research, I hope to take elements of the findings and begin to implement them within my own classroom practice. As indicated at the beginning of this document, plenaries were identified as an important area for personal development. Through engaging with this process of planning, reflecting and developing practice I will now feel more confident when deploying plenaries during, as well as at the end of lessons. Having discovered the potential positive impact of using mini-plenaries on pupil engagement levels, I will now carefully consider where and when to use them in order to benefit pupils' learning experiences. The findings have drawn my attention to the fact that there is a possibility for their overuse to have an unintended adverse effect on engagement, however this would need to be researched further in order for any conclusive evidence to be formed.

If I was to carry out another Lesson Study in the future I would aim to carry out a baseline observation in order to assess the true effect of the strategies implemented. Once the known effect of each strategy had been discovered then the findings could be decimated to members of staff, in order for good practice to be shared throughout the learning community.

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Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Action Plan

Name of Trainee: M.McCoy Name of School: _____ Date: 26/01/2018 Year Group:5

Priorities (what I need to do)	Action (How will I achieve this?)	Deadline (When?)	Success criteria (How will I know?)
Begin to develop plenaries to either consolidate learning or to progress learning and link to next learning objective in series of lessons	Observe practice from class teacher Observe effective plenaries in other classes Begin to consider how this could be implemented into my lessons Plan and deliver a plenary at the end of a lesson	02/02/18	A successful plenary will have been delivered to the class and feedback will have been sought from the class teacher regarding it regarding its effectiveness.

Appendix 1

Appendix 2

Observer Checklist

How does the use of self-assessment in mini-plenaries affect levels of pupil engagement?

	Child 1 (record activity level)	Child 2 (record activity level)	Child 3 (record activity level)	Child 4 (record activity level)
5 minutes				
10 minutes				
15 minutes				
20 minutes				
25 minutes				
30 minutes				
35 minutes				
40 minutes				
45 minutes				
50 minutes				
55 minutes				
60 minutes				

Level	Engagement	Examples
1	Extremely low: the child shows hardly any activity	No concentration: staring, daydreaming; An absent, passive attitude; No goal-oriented activity, aimless actions, not producing anything; No signs of exploration and interest; Not taking anything in, no mental activity
2	Low: the child shows some degree of activity which is often interrupted	Limited concentration; looks away during the activity, fiddles, dreams; Is easily distracted; Action only leads to limited results.
3	Moderate: the child is busy the whole time, but without real concentration	Routine actions, attention is superficial; Is not absorbed in the activity, activities are short lived; Limited motivation, no real dedication, does not feel challenged; The child does not gain deep-level experiences; Does not use his/her capabilities to full extent; The activity does not address the child's imagination.
4	High: there are clear signs of involvement, but these are not always present to their full extent	The child is engaged in the activity without interruption; Most of the time there is real concentration, but during some brief moments the attention is more superficial; The child feels challenged, there is a certain degree of motivation; The child's capabilities and its imagination to a certain extent are addressed in the activity.
5	Extremely High: during the observation of learning the child is continually engaged in the activity and completely absorbed in it.	Is absolutely focussed, concentrated without interruption; Is highly motivated, feels strongly appealed by the activity; Even strong stimuli cannot distract him/her; Is alert, has attention for details, shows precision; Its mental activity and experience are intense; The child constantly addresses all its capabilities: imagination and mental capacity are in top gear; Obviously enjoys being engrossed in the activity.

Appendix 3

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	Matthew McCoy				
Tick all boxes which apply:					
Member of staff:	☐	Student:	✓	Honorary research fellow:	☐

Faculty/School/Centre:	Yr Athrofa		
Campus:	Townhill		
E-mail address:	1300241@student.uwtsd.ac.uk		
Contact Telephone Number:	07543544354		
For students:			
Student Number:	1300241	Undergraduate	☐
Programme of Study:	Primary PGCE	Taught Postgraduate	✓
Director of Studies/Supervisor:	Dr. CJ Lewis	Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	✓	NO	☐
			Date	
	Research Degrees Committee	☐		

If Yes, please indicate source of approval (and date where known):	Faculty Research Committee	☐	
	Other (module team)	✓	**28/02/18**

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
BERA (2011)	✓
University Guidelines - Research Ethics & Integrity Code of Practice (2017)	✓
EWC Code of Practice (2017)	✓

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	✓
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	Does the use of self-assessment in mini-plenaries affect levels of pupil engagement?		
Proposed start date:	March 2018	Proposed end date:	April 2018
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
The purpose of the study is to investigate the effect the effect of mini-plenaries on pupil engagement in year 5 classrooms. The study will aim to discover whether or not their use is effective in increasing engagement throughout lessons. Specifically, whether the use of thumbs as an indicator of understanding at various points throughout the lesson, rather than just at the end have a positive effect on engagement. Key research questions will be related the level of pupil activity at various time samples. Eg; Is the child absent or passive? Are there frequent interruptions in the child's activity? Is the child undertaking a routine task and			

easily distracted? Is the child focussing on the activity? Is anything distracting the child from the activity? Are there signs of continuous and intense interest in the activity? Questions will be asked to pupils in focus groups after the study, which focus on how they felt the use of the strategy effected their engagement. These questions will include: what did you enjoy most about the lesson? What did you learn? Did anything in the lesson help you learn? If the same lesson was to be taught again to another class what would you change and why?

Gillies & Boyle, 2008 and Greiffenhagen, 2012 both refer to teachers as being orchestrators of collaborative learning activities, whilst Webb (2013, p. 39) suggests that inviting pupils to take part in whole class discussion based on their small group discussions can obtain powerful results. However, it is written by[1] that little research exists to prove the effectiveness of placing a plenary in the main section of a lesson. This project will attempt to investigate if a link exists between this practice and engagement.

Proposed methods
Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

The proposed method to be used for the research is that of a lesson study. It is written by Dudley (2014) that this involves practitioners involved in the research:

- Planning a lesson together that includes a specific focus on the aims of the research, in this case the inclusion of thumbs as a strategy for including a mini-plenary in lessons.
- Teach the lesson whilst one researcher observes using the set and agreed criteria.
- Interview pupils to gauge how they feel the use of the technique effected their engagement.
- Discuss and reflect the findings of the lesson and interview which will influence the delivery of the second lesson to the second class
- Teach the second lesson to the second class with amendments. One researcher to observe using the set and agreed criteria.
- Interview pupils to gauge how they feel the use of the technique effected their engagement.
- Discuss on reflect on the findings of the lesson and interviews.

4 pupils will be interviewed after each of the lesson. Assent will be obtained from pupils prior to beginning the study. Assent will also be obtained from other pupils, so they can partake if absence occurs.

[1] http://www.tandfonline.com/doi/pdf/10.1080/1475939X.2016.1173089?needAccess=true p54

Location of research activity Identify all locations where research activity will take place.
A large inner-city faith school and a moderately sized urban school. (this box should expand as you type)
Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.
(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	**YES**	**NO**
Use of a questionnaire or similar research instrument?	☐	✓
Use of interviews?	✓	☐
Use of diaries?	☐	✓
Participant observation with their knowledge?	✓	☐
Participant observation without their knowledge?	☐	✓
Use of video or audio recording?	☐	✓
Access to personal or confidential information without the participants' specific consent?	☐	✓
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	✓
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	✓
Investigation of participants involved in illegal activities?	☐	✓
Use of procedures that involve deception?	☐	✓
Administration of any substance, agent or placebo?	☐	✓
Working with live vertebrate animals?	☐	✓
Other primary data collection methods, please explain in this box	☐	✓

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	**YES**	**NO**
Students or staff at the University?	✓	☐
Adults (over the age of 18 and competent to give consent)?	☐	✓
Vulnerable adults?	☐	✓
Children under 18?	✓	☐
Prisoners?	☐	✓
Young offenders?	☐	✓
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	✓
People engaged in illegal activities?	☐	✓
Others (please identify):	☐	✓

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?
31 children in class, 4 children in focus group interview. These will be chosen by ability in order to obtain a representative sample of the class. 27 children in class, 4 children in focus group interview. These will be chosen by ability in order to obtain a representative sample of the class.

Information for participants:	**YES**	**NO**	**N/A**
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	✓	☐	☐
Will you tell participants that their participation is voluntary?	✓	☐	☐
Will you obtain written consent for participation?	✓	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	✓	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	✓	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	✓	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	✓
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	✓	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	✓	☐	☐
If NO to any of above questions, please give an explanation			

(this box should expand as you type)

Information for participants:	**YES**	**NO**	**N/A**
Will participants be paid?	☐	✓	☐
Is specialist electrical or other equipment to be used with participants?	☐	✓	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	✓	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	✓	☐
If YES to any question, please provide full details			
(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes ☐
No ✓

Risks to participants
For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

The safeguarding processes of the school and university will be followed at all times and in particular if any disclosures are made during the course of the research.

No child will be treated differently if they decide not to take part in the study. They will be informed of this when the study is introduced.

(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

N/A

(this box should expand as you type)

Risks to investigator
For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

The observer will not be left alone at any point with any of the pupils in the class where the research is being undertaken.
Interviewing of children will take place in open areas such as the school hall. If this is being used, then the room being used will have the door left open.
Care will be taken to act professionally at all times in order to treat all children equally, this practice will lower the risk of accusations being made about the researcher.

University/institutional risks
For example: adverse publicity, financial loss, data protection

The name of the university will be upheld meaning that the partnerships between the university and schools will not be negatively impacted by the research.

(this box should expand as you type)

Adverse outcomes

List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.
The school safeguarding policy and health and safety procedures will be followed at all times.

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	**YES**	**NO**	**N/A**
Has a DBS certificate been obtained?	✓	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What feedback will be provided to participants, how will this be done and when?
The completed essay will be shared with the school/headteacher on request. (this box should expand as you type)
Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.
An explanatory letter written by Yr Athrofa will be written to parents to request parental consent. This practice is supported by section 19.4 of the UWTSD Research Ethics Code of Practice An explanatory statement will be read to children to allow them to understand what they are taking part in. Ongoing assent will be reinforced. Pupils will understand their right to: - Refuse to participate without adverse consequences - Not to answer specific questions giving no reason - To withdraw from the research with no adverse consequences. (this box should expand as you type)
Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
No names will be written on the observation schedules. Pupils will not be identifiable from any documents relating to research. This is underpinned by section 19.6 of the UWTSD Research Ethics Code of Practice. (this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (http://uwtsd.ac.uk/library/research-data-management/).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? ***"personal data"*** *means data which relate to a living individual who can be identified—* *(a) from those data, or* *(b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.*	☐	✓
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? ***"Sensitive personal data"*** *means personal data consisting of information as to –* *(a) the racial or ethnic origin of the data subject,* *(b) his political opinions,* *(c) his religious beliefs or other beliefs of a similar nature,* *(d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),* *(e) his physical or mental health or condition,* *(f) his sexual life,* *(g) the commission or alleged commission by him of any offence, or* *(h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.*	☐	✓
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		

Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	✓
University computers?	☐	✓
Private company computers?	☐	✓
Home or other personal computers?	☐	✓
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	✓
"Cloud" storage or websites?	☐	✓
Other – specify:	☐	✓
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		

Refer to university guidelines (this box should expand as you type)		
Will the research activity involve any of the following activities:	**YES**	**NO**
Electronic transfer of data in any form?	☐	✓
Sharing of data with others at the University?	✓	☐
Sharing of data with other organisations?	☐	✓
Export of data outside the European Union or importing of data from outside the UK?	☐	✓
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	✓
Publication of data that might allow identification of individuals?	☐	✓
Use of data management system?	☐	✓
Data archiving?	✓	☐
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
Data will be archived upon completion of the assessment. Password protected cloud storage will be used for storage. (this box should expand as you type)		

List all who will have access to the data generated by the research activity:
Myself and research partner (this box should expand as you type)
List who will have control of, and act as custodian(s) for, data generated by the research activity:
Myself (this box should expand as you type)
Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
Data will be archived upon completion of the assessment. Password protected cloud storage will be used for storage. (this box should expand as you type)

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice			
Signature of applicant:	Matthew WJ McCoy	**Date:**	28/02/17

For students:

Teacher / Senior Mentor:	Mrs. C Appleby
Signature:	C Applebey
Date:	26/02/18

Supervisor:	Dr. CJ Lewis
Signature:	C J Lewis
Date:	07/03/18

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

✓	I have read the guidance notes supplied before completing the form.
✓	I have completed **ALL RELEVANT** sections of the form in full.
✓	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
✓	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
✓	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

RESEARCH STUDENTS AND STAFF ONLY
All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.
You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:
http://www.uwtsd.ac.uk/academic-office/

Appendix 4

Canolfan Addysg Athrawon De-Orllewin Cymru — The South West Wales Centre of Teacher Education

1B

Session Plan – Key Stage 2

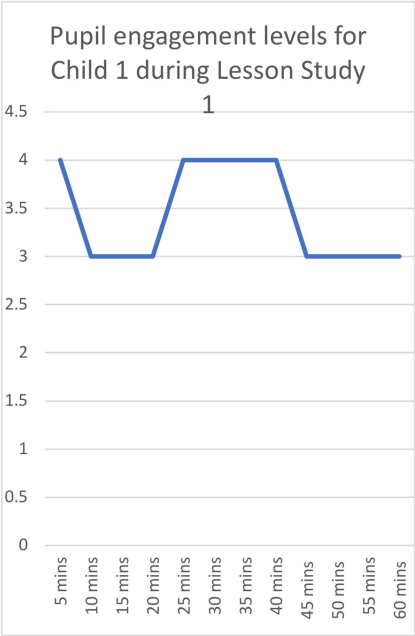
Name of trainee: James Jewell-Edmonds/Matt McCoy		Session ref: 27/03/18 Literacy- persuasive language.	
Personal target(s) in relation to QTS: S2.1, S2.4, S3.1, S3.2.2. S3.3.1, S3.3.4, S3.3.6, S3.3.7			
Year group: 5	No. of learners: 27	*ALN:* Suitable for all abilities.	
Additional Adults:	/		
Learning objective(s): Use the features of persuasive writing when presenting an opinion		Success criteria: SC- I can form my own opinion. SC- I can use facts to support an argument. SC- I can use persuasive language to effectively counter-argue an opinion.	
Links to previous learning: Linked to previous persuasive writing lesson, identifying facts and opinions and persuasive writing lessons.			
Curriculum coverage (range, skills) • *Range:* increase their confidence in language use by drawing on their knowledge of English; communicate for a range of purposes; use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others; speak and listen individually, in pairs, in groups and as members of a class; present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers; speak clearly, using intonation and emphasis appropriately. • *Skills:* explain information and ideas, exploring and using ways to be convincing; speak clearly, using formal language and projecting voice effectively to a large audience; explore issues and themes through role play; listen carefully to presentations using techniques to remember the main points; listen to others, asking questions and responding to both the content and the speakers' viewpoints; contribute to group discussion, taking some responsibility for completing the task well.			
Literacy(LNF) • Speaking: communicate ideas and information to a wide range of audiences and a variety of situations. • Listening: listen and respond to the viewpoints and ideas of others. • Collaboration and discussion: contribute to discussions and presentations and discuss the viewpoints/ideas of others to reach agreement. • use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context		*Numeracy (LNF)* • Identify processes and connections; represent and communicate.	
DCF • Use of iPads/laptops to research and find facts used to support an opinion and form a counter-argument. • Use iPads/laptops to create a poster to support argument.	*Thinking* • To use facts to form the basis of an argument. • To recognise the difference between facts and opinions. • To form a counter-argument using persuasive language	*ESDGC*	*YCC* • Use of incidental Welsh and commands.
Key vocabulary(English/Welsh): Persuade, describe, outline, features, argue, present, facts, opinions, counter-argue, pwy sy'n barod?, gwrandewch, eisteddwch, cofiwch.			

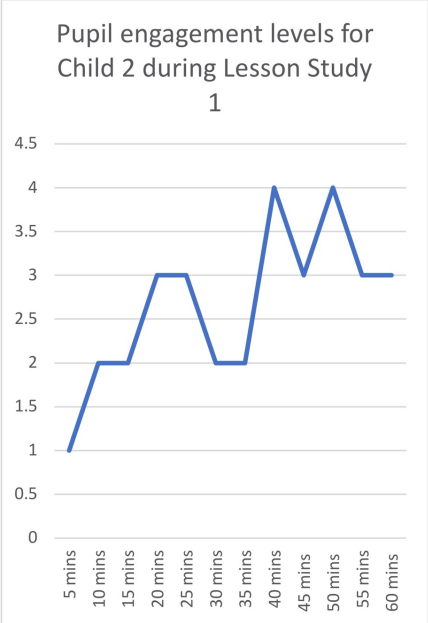
Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities
15 mins	**Introduction** • Introduction to recap the features of persuasive writing [PPt] • Ask class to identify the key features of persuasive writing (key words, connectives, importance of supporting arguments with facts, facts v opinions).	• Revisit SC • Questioning and evaluation throughout the task to ensure understanding.

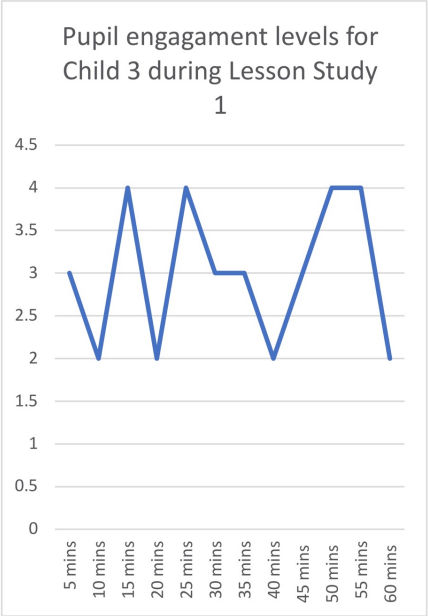
	Warm-up • Upon establishing the key features of persuasive text, split the class into two groups and explain that they will need to think about and write a brief statement arguing either for or against the use of fidget spinners in school. • Provide a word-bank of connectives and persuasive text features that pupils cans use. • Use lollipop sticks to choose pupils to read their statement (mixture of for/against). • Question class whether or not the statements were effective and who produced the best argument (how/why?)	• What are the features of persuasive writing? • 'Exit cards'- given at the end of the lesson for pupils to assess their learning.
45 mins	**Main activities** • Begin by reminding the class about the issue surrounding the snow days earlier in the month- mention that there has been some controversy about children missing too much school due to the snow. • A fictional letter will be prepared and given to the pupils which will argue that missed snow days will need to be made up by school lessons being given on the weekend (allow the pupils some time to open and read the letter, analysing the content and establishing their initial reaction). • Class will again be split into four groups, with two groups arguing in favour of weekend lessons and the other two against. • Each group will need to clearly present their argument to the rest of the class with an accompanying poster. • Pupils will need to back their arguments with facts (use of iPads/laptops).	2x mini plenaries to show examples of good work and self-assess own using thumbs (Researcher 1) 1x mini plenary to show examples of good work and self-assess own using thumbs (Researcher 2)
15 mins	**Plenary** • Circulate around the class and find best examples of the persuasive language- feedback these examples to the rest of the class (to be delivered as 'pit stops' during the lesson which will provide pupils with ideas as they work). • Recap what is needed to form a counter-argument, such as including facts and persuasive language.	

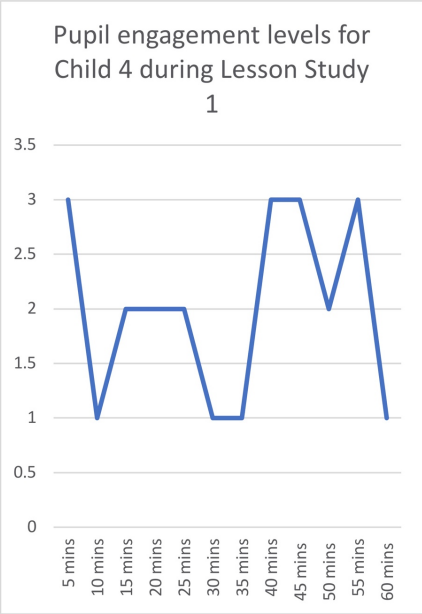
Appendix 5

Individual breakdown of pupil engagement levels during Lesson Study 1









Appendix 6

Post Lesson Interview: Questions

1. **What did you enjoy most about the lesson?**

a) Presenting what we were writing about
b) Group working, team working, different ideas
c) Presentation and drawings – poster format

2. **What did you learn?**
   a) How to read a letter and summarise it
   b) How to counter argue a point
   c) Ways to present persuasive writing

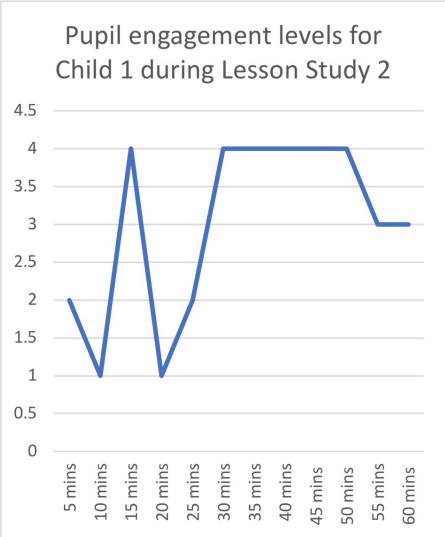
3. **What did the teacher do that helped you learn most?**
   a) Recapping information on powerpoint, using laptop to research
   b) Word mat to help frame writing

4. **Was pausing the lesson helpful for you/your work?**
   a) Yes it was helpful, helped to think with some new ideas
   b) The first stop was helpful because it allowed me to start to think with an idea and let the teacher know if I needed help
   c) I thought of my own ideas and other people's ideas were not useful
   d) Stopping was distracting, I forgot my ideas

5. **Did you feel more focussed on the task?**
   a) Helped to focus on work as the group went off topic
   b) Lost flow
   c) At the end of the lesson stopping made me lose my flow, it confused me and distracted me from the task
   d) Confused me, I had my own ideas

6. **If we taught the same lesson again to another year 5 class in a different school, what do you think we should change?**
   a) Only one pit stop in the middle of the lesson
   b) Less distraction on powerpoint (animation)
   c) Fidget spinners as a **stimulus**
   d) More time, more ideas on the sheet to help
   e) Group work was good.
   f) Working on A3 was useful – split groups into smaller groups.

Appendix 7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3.5
3
2.5
2
1.5
1
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35 mins
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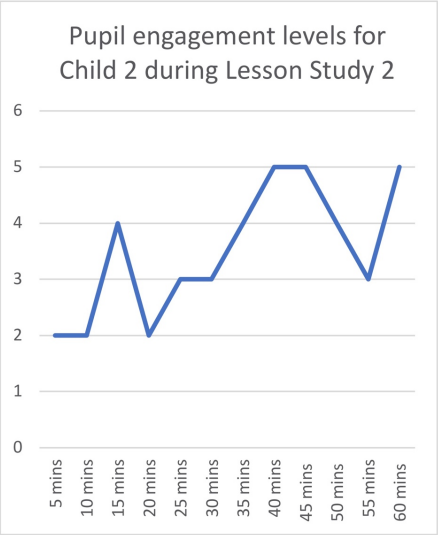
50 mins
55 mins
60 mins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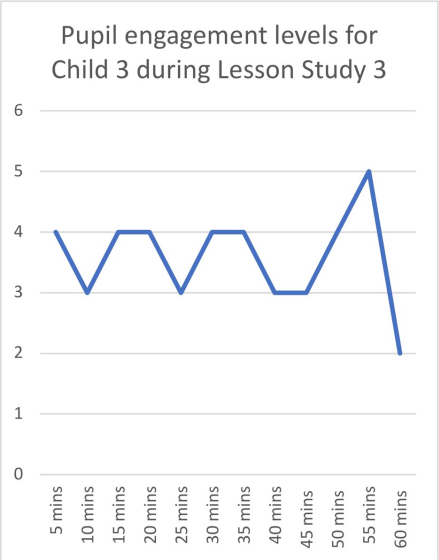
10 mins
15 mins
20 mins
25 mins
30 mins
35 mins
40 mins
45 mins
50 mins
55 mins
60 mins


Pupil engagement levels for Child 3 during Lesson Study 3
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15 mins
20 mins
25 mins
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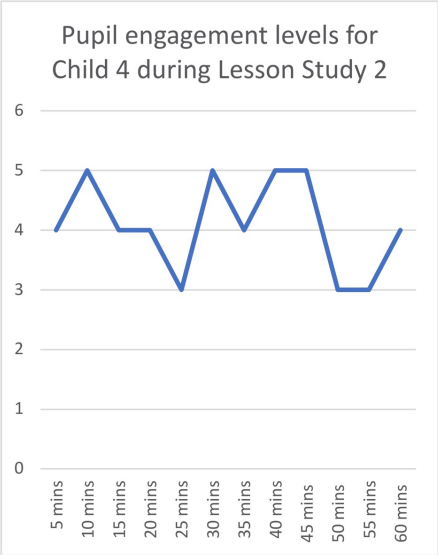
50 mins
55 mins
60 mins


Pupil engagement levels for Child 4 during Lesson Study 2
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4
3
2
1
0
5 mins
10 mins
15 mins
20 mins
25 mins
30 mins
35 mins
40 mins
45 mins
50 mins
55 mins
60 mins

Appendix 8

Post Lesson Interview: Questions

7. **What did you enjoy most about the lesson?**
    a) Debating- liked giving the reasons for your arguments.
    b) Presenting the poster.
    c) Making the poster.
    d) Enjoyed debating authenticity of letter.
8. **What did you learn?**
    a. Persuasive language- how to organise and write.
    b. Work as a team- (despite preferring individual work).
    c. Importance of questioning authenticity of texts.
    d. How debates can develop from small issues into something bigger.

9. **What did the teacher do that helped you learn most?**
    a. Learn more about persuasive language- explaining what is and setting it out.
    b. Encouraged to work.
    c. Helped with the structure of writing/how to set it out.
    d. Helped to develop opinion and to speak up.

10. **Was pausing the lesson helpful for you/your work?**
    a. Yes- helped you understand, understand the lesson and gave tips/ideas, examples.
    understand the lesson by giving other people's ideas as examples
    If I didn't have an idea, listening to other people helped me because I either agreed or disagreed with their idea

11. **Did you feel more focussed on the task?**
    a. Resounding yes- helped you 'get you into the lesson', acts as a 'hook'.

12. **If we taught the same lesson again to another year 5 class in a different school, what do you think we should change?**
    a. Ask the class to present the work in a neat way.
    b. Ask each group if they would rather work in smaller groups- pairs of threes.
    c. Like the choice to work with friends.
    d. Assigned roles within the group to ensure that everyone gets a chance to do something, e.g. scribe.