



Graduate School of Education

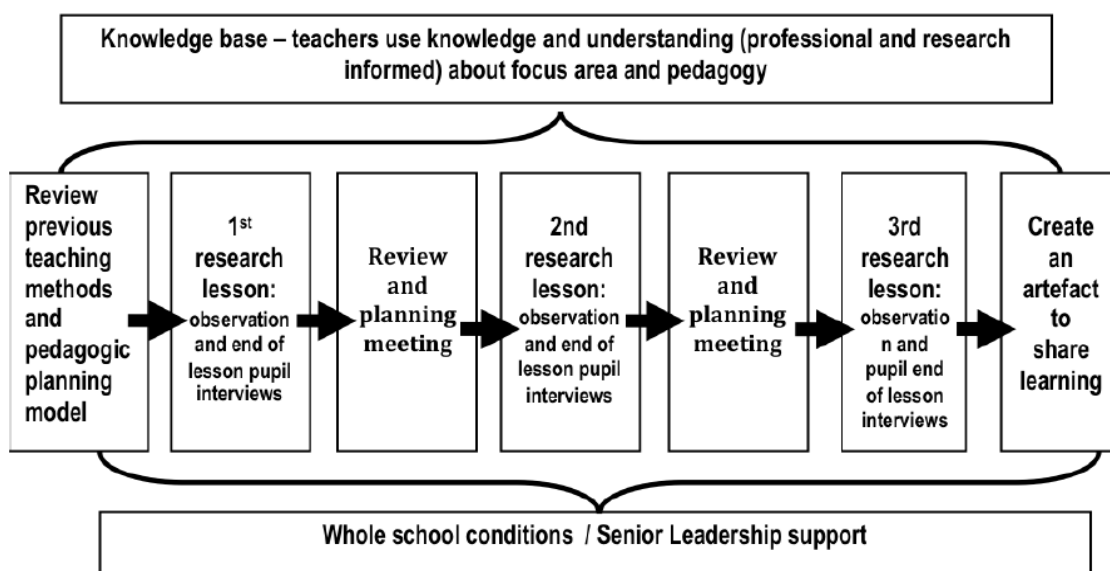
Guidance booklet:

**Using a lesson study approach for
developing the teaching of pupils with
special educational needs /
disabilities**



Key Language: see model of lesson study below

Phrase	Description
Lesson Study	A sequence of 3 research lessons preceded and followed by 4 review and planning team meetings usually taking place over a period of time, e.g. 3 weeks or half a term
Research Lesson	A single research lesson forms part of the lesson study sequence. It is jointly planned and then subsequently reviewed by the team.
Case pupils	These are the pupils who have been identified as the focus of the lesson study process – around whom the planning is done and whose learning is monitored and reviewed for subsequent research lessons. Usually 2-3 case pupils are identified for a lesson study
Review and planning meeting	These are the meetings in which the lesson study team jointly review and plan the focus of the lesson study. It is good practice for the second to the fourth meetings to take place soon after the research lessons.



Model of Lesson Study process and conditions.

Lesson study steps

Step	Activity	Notes	Resources
1	Decide who you can work with to carry out the lesson study.	Identify colleagues to work on the lesson study.	Complete Planning sheet in appendix
2	Decide on timeline	Plan when the review and planning meetings and research lessons will take place	Record decisions in Lesson study Timeline in appendix
3	Decide on the pedagogic focus	<i>We need to build on best practice.</i> What information is required? What research evidence is available?	Also, draw on professional knowledge, read around the focus, consult those with relevant knowledge/ expertise Use Step 3 template in appendix:
4	Decide on the goals for the case pupils.	What aspect of learning behaviour do you expect will change for the case pupils by the end of the lesson study?	Example of completed GME templates below. Use Goal monitoring evaluation (GME) templates in appendix. See full account in appendix too.
5	Together plan a study lesson with the focus group in mind	Read an exemplar plan and then plan the first research lesson.	See example lesson plan below. Use blank lesson planning template in appendix.
6	Teach research lesson, jointly observe and assess the learning of case pupils	Review and exemplar. Use the observation sheet to take notes against indicated expectations of case pupils. Research lesson to be videoed. Interview case pupils at end of research lesson	See example observation sheet and pupil interview questions. Blank planning sheet & observation sheet & pupil interview questions in appendix
7	Review and planning meeting,	Look over the evidence, discuss and plan the next research lesson in light of findings. REPEAT TILL 3 RESEARCH LESSONS COMPLETED	Evidence from lesson - pictures, film, audio, copies of work and observation notes
8	Review the achieved outcomes.	Review the progress of case pupils and record their achieved goals.	Goal monitoring evaluation (GME) booklet Use GME templates filled out at start of lesson study
9	Decide how to share the learning and disseminate the approach to others	Create case report and poster. Plan how to share the findings in school.	Case study exemplar in appendix Blank case report template on website

The Lesson Study Process

Step 1: Plan who will be in your lesson study group?

When thinking about who will be in your lesson study group it is important to consider who is available and who would be useful. Are there teaching assistants assigned to the class? Is there a technician available to help you film aspects of the lesson? Are there any student teachers who would like to participate and help with observing pupils and collaborating in the review/ planning meetings? Is the SEN coordinator available?

Step 1: Plan who is in the lesson study group – *which colleagues can and will work with me on the lesson study.*

Name	School Role	Lesson Study Role

Step 2: Timeline

Once you have decided who is in the team and doing what, you need to schedule the times of the team meetings and the research lessons. This is a critical step that requires the support and backing of senior management. When it is realistic and useful to set these times needs careful consideration.

Ensure that review/planning meetings are within a day after the research lessons, as this aids recall of what went on in the research lesson and the case pupils' responses.

Lesson Study activities	Dates scheduled	Time scheduled	Notes
Initial review and planning meeting			
Research lesson 1			
Review and planning meeting			
Research lesson 2			
Review and planning meeting			
Research lesson 3			
Final review and planning meeting			

Step 3: Decide on pedagogic focus

There are many ways in which your team can decide on its pedagogic focus. It might start from the needs of specific pupils who raise concerns, be defined in terms of an area of SEN, a curriculum area and / or a pedagogic approach.

Step 3: Research sheet – what has worked for other teachers and students?

We need to build on best practice.

What teaching approaches have teachers from other lesson study work found useful for pupils with SEN / disabilities? Consider these broad approaches to suggest areas where you may focus:

- **Differentiation** e.g. extension tasks if finish early or to stretch; specific learning objectives; smaller chunks - tasks broken down
- **Multi-modal/sensory approaches** e.g. regular use of film, music; recording and watching pupils at work
- **Grouping and peer relationships/support** e.g. layout of classroom and groupings in attempts to maximise learning
- **Assessment of learning** e.g. repeating a diagram in reverse to check understanding
- **Motivational approaches** e.g. use of lots of praise and encouragement, including developing peers to recognise positive aspects of one another's work
- **Working with additional adults** e.g. TAs deployed to support pupils in order to encourage independence
- **Adult-pupil communication** e.g. structured questions to help pupils access key information and concepts
- **Memory and consolidation** e.g. verbal, visual, practical reminders throughout lesson: repeating the learning to mastery before moving on, retrieving information for themselves instead of being teacher-lead
- **Activity based learning** e.g. role play
- **Pedagogic methods/assumptions** e.g. scaffolding and one-to-one coaching

What information can our colleagues in school contribute?

Are there any teachers with specialist SEN knowledge or research awareness?

Following discussions with your team decide and record below your lesson study focus will be. Record this below:

Step 4: Planning the overarching lesson study focus and expectations for the case pupils.

In this step you need to set the general aims of your lesson study and identify 2-3 pupils – the case pupils - around whom you will plan the research lessons. Working through the template will support your thinking and planning here.

What follows is an example of this step from a previous lesson study.

The completed template shows the details of the lesson study focus and aims and a summary of the class details. The pupil details records relevant background information as well as concerns about their learning and progress. For each pupil there are 2 research questions which define what the lesson study is designed to answer. These are usually 'HOW CAN ...?' questions. **These questions are crucial to making the planned lesson a *research lesson*.**

Lesson Study overview, Pupil overview and Goal Monitoring and Evaluation (GME) template for Lesson Study

Lesson Study and Pupil overview

Lesson Study title: (subject, topic, theme)	Using Lesson Study to develop teaching approaches that help students with SEN through speaking and listening tasks: English KS3
LS general aims	To use speaking and listening, role play and source analysis that would demonstrate pupils' knowledge and understanding of different types of text
Class details	
Mixed ability or set	Mixed
If set, what level	n/a
No pupils in class	15
Case pupil 1 with moderate learning difficulties:	
Age gender	12 years boy
Any other SENs	No
SA, SA plus or Statement	Statement
Particular focus/ concerns	Significant difficulties in verbal and written language, lack of confidence especially when under pressure, needs information repeated, unable and/or unwilling to work independently
Details of latest Assessment of Pupil performance (APP)	APP English: 3a

level(s) in LS subject	
Case pupil 2 with moderate learning difficulties:	
Age / gender	12 years / boy
Any other SENs	No
SA, SA plus or Statement	Statement
Particular focus/ concerns	Inappropriate social behaviours (e.g. aggression towards other pupils and staff), needs information re-worded or simplified, difficulties in understanding abstract concepts and in socialisation with peers
Details of latest APP level(s) in LS subject	APP English: 2a
LS research questions for both pupils (2-3 questions)	
Pupil 1: How can Pupil 1 be more frequently engaged in group activities when emphasis is on using key vocabulary? How can Pupil 1's language and communication skills be developed in order for her to attend to and complete designated tasks? Pupil 2: How can Pupil 2 be more frequently engaged in group activities when emphasis is on fostering co-operative and appropriate social behaviour? How can Pupil 2 work more independently without getting so easily distracted?	

Goal Monitoring and Evaluation (GME) approach

What follows below is an example of how a pupil's research question can be converted into a learning goal through using Goal Monitoring and Evaluation (GME) approach at the start of lesson study (**SEE FULL ACCOUNT OF HOW GME WORKS IN APPENDIX**).

The example below shows one of the pupil 1's goals and how this is used to set a baseline for where he is at the start of the lesson study. The baseline is defined in personalised terms and given a rating on an open progressive scale. More specific evidence is given for the baseline descriptor. In addition an expected level for the end of the lesson study is set; with a rating above the baseline, a description in general terms and specific evidence for this expected level. These two points define a scale in terms of which the achieved level at the end of the lesson study can be assessed. The achieved level section is left blank to be used at the end of the lesson study to record any change in performance on this goal.

For each case pupil identify 2-3 learning goals.

Example of one GME template for one case pupil's learning goal:

GOAL 1											
To be more frequently engaged in group activities when emphasis is on using key vocabulary											
Rating scale:											
	Low High 										
Baseline		X									
Expected						X					
Achieved											
Baseline descriptor	He is often disengaged in group activities when he needs to use vocabulary										
Specific evidence for above descriptor	Because of problems in written and verbal language tends to be disengaged and not participate										
Expected Descriptor	I have more frequent engagement in group activities										
Specific evidence for above descriptor	Increased participation, improved speech, increased confidence										
Achieved descriptor											
Specific evidence for above descriptor											

Step 5: Together plan a research lesson with the case pupils in mind

You need to plan the study lesson: what do the pupils need to learn next given their learning goals (so you can answer the research questions you have set) and how will this be taught? Here is an example of a filled out lesson plan from a lesson study. A key aspect of this planning is to start with the 2 case pupils in mind and then consider the planning for the rest of the class.

Blank Planning and observation templates are available at the end of this guide booklet. In this example the rationale for selecting the activities can also be made explicit. In the blank templates there is space to state the rationales too.

Case study example of planning

Context : Two teachers from two different departments (Art and English) planned a series of lessons for the same Year 7 class as part of a Lesson Study project. The information outlined below relates to the third lesson in the series.

The subject and key stage area	Art class – Key Stage 3 – Year 7
The curriculum topic	Evaluative writing in art
Intended learning outcomes	To improve pupils' abilities to use talk to shape their writing in order to compare and contrast paintings showing an understanding of the imagery
Context of cohort	This is a mixed ability year 7 class with 2 pupils with MLD (Amy and Declan)

Lesson Plan
Learning:
- Pupils need to be able to learn to discuss works of art to look for deeper meaning. - Pupils need to work collaboratively with other students. - Pupils need to look for evidence in the paintings to support their ideas.
Teaching:
- The teacher provides each pupil with 'talk tokens' to encourage students to make contributions to group talk. - The teacher provides active sorting activities with an element of challenge to engage pupils. - The teacher provides activities that require pupils to work as a team to solve a problem. - The teacher provides sentence openers, keywords and connective maps to support pupils to record their ideas about the meaning of paintings. - All the resources are themed around 'Art detectives' to engage pupils.
Planning and resources:
Sentence sorting game in the shape of Detective (trilby) hats. - Sentence openers - Keyword Maps - Posters (continued from the previous lesson)

Class name and key stage	Key Stage 3: Year 7 (7C/at10)
Curriculum / teaching area	Art
Intended learning outcomes	To improve students' ability to use talk to shape their writing in order to compare and contrast paintings showing understanding of the imagery.
Lesson study focus	To improve the quality of students responses to visual imagery by using group talk to deepen understanding and shape writing.
Plan for evidence collection	1 or 2 observers, film of students' discussion, capturing the learning through talk. The quality of the spoken and written responses.
Resources required	• Talk tokens • Find the square – gridded image. • Connective Maps • Sentence sorting game in the shape of Detective (trilby) hats. • Sentence openers • Keyword Maps • Posters (continued from the previous lesson) • Success criteria.

Time	Teaching Activity	Student Activity	Evidence / observation focus
11:20-11:30am	Starter activity	Students are given a group task to identify a square of the gridded painting by sharing clues. Students will use 'talk tokens' in this task to ensure that all students contribute.	Record students' discussion
11.30-11.40	Introductory activity	Students are given a set of sentence puzzles in the shape of detective hats that they need to fit together to make coherent sentences. Students will use 'talk tokens' in this task to ensure that all students contribute.	Film students' responses and how they contribute to the group work during this activity Photograph outcomes.
11.40-12.10	Development activity	Students work in pairs to create their own sentences in response to the two paintings They will write their sentences onto footprint shaped cards	Photograph outcomes
12.10-12.20	Plenary	Students work as a group to discuss which sentence footprints they will select to stick on the class poster; they will assess these against the success criteria they were given One will be read out and the class will assess if it meets the criteria, signalling by holding up either one or 2 magnifying glasses.	Focus students will be closely observed to gauge whether or not they are using their talk tokens.

Case pupil 1	Amy
Success criteria Amy will attempt to use her 'Talk tokens' during the group task. Amy will share ideas during discussions Amy will respond showing a developing depth of understanding of the works of art that they are looking at. Amy will discuss her ideas with her partner in the paired task to produce sentences in response to the work. Amy will demonstrate a developing understanding of the similarities and differences of the 2 paintings that they are looking at.	

Case pupil 2	Declan
Success criteria Declan will attempt to use his 'Talk tokens' during the group task. Declan will remain on task during the group discussion tasks. Declan will share ideas during discussions. Declan will respond showing a developing depth of understanding of the works of art that they are looking at. Declan will discuss his ideas with his partner in the paired task to produce sentences in response to the work. Declan will demonstrate a developing understanding of the similarities and differences of the 2 paintings that they are looking at.	

Stage of lesson sequence	How you hope Case pupil A will respond	Observation Notes	How you hope Case pupil B will respond	Observation notes
Starter Students are given a group task to identify a square of the gridded painting by sharing clues. Students will use 'talk tokens in this task to ensure that all students contribute.	Amy will read out her clue to the group. She be forced to make contributions by having to use up her talk tokens.		Declan will read out his clue to the group. He will make appropriate contributions to task by contributing his talk tokens.	
Introduction Students are given a set of sentence puzzles In the shape of detective hats that they need to fit together to make coherent sentences. Students will use 'talk tokens in this task to ensure that all students contribute.	Amy will follow the activity so that she is able to add her parts of the puzzle when they fit in the sentence. Amy will use up her talk tokens.		Declan will be engaged in the activity and will effectively use his talk tokens to contribute his ideas to the group.	
Development Students work in pairs to create their own sentences in response to the two paintings They will write their sentences onto footprint shaped cards	Amy will effectively communicate with her partner to produce effective sentences. Amy will demonstrate her understanding of the similarities and differences in the painting in her written		Declan will remain on task during the activity. Declan will have the confidence to record his ideas in writing when working with his partner.	

	responses.			
<u>Plenary</u> Students work as a group to discuss which sentence footprints that they will put forward to stick on the class poster, they will assess these against the success criteria that they are given One will be read out and the class will assess if they meet the criteria by holding up either one or 2 magnifying glass.	Amy will use her talk tokens when evaluating effectiveness of the groups sentences, referring to the success criteria that have been set out.		Declan will use his talk tokens when evaluating effectiveness of the groups sentences, referring to the success criteria that have been set out. Declan will remain on task during the activities.	

Step 6: Teach research lesson, jointly observe and assess the learning of case pupils

You need to gather and review evidence that will help you find out what and how the case pupils learn during the research lesson, what progress they make and what barriers to learning they encounter. Use the observation and discussion template from Step 5 to note down your lesson expectations for case pupils.

Video recording of the case pupils' learning is also commonly used for review in the subsequent review and planning meetings.

Example:

During the research lesson – take observation notes on the lesson plan against the expectations made about the case pupils. Use video to capture the learning

EXETER
Lesson Study, planning, observation & discussion sheet

Current attainment and success criteria Describe what you are looking for from the pupils by the end of the lesson in the identified aspect	Case pupil A – Year 7 Mid Student A Success criteria for this lesson - Student will willingly share ideas during discussions - Student will be engaged and focused during the teacher's 'modeling' of how to annotate - Sentence openers used to support annotations - Key words sheet referred to during the annotations process - Student will share a good quality annotation (a feature from the checklist) during the plenary	Case pupil B – Year 7 Mid Student B Success criteria for this lesson - Student will willingly share ideas during discussions - Student will be engaged and focused during the teacher's 'modeling' of how to annotate - Sentence openers used to support annotations - Key words sheet referred to during the annotations process - Student will share a good quality annotation (a feature from the checklist) during the plenary	limited "write"	
Stage of lesson sequence	How you hope Case pupil A will respond	Observations	How you hope Case pupil B will respond	Observations
Stage: Students, in small groups, respond to a series of questions about an image of another student's outcome from the bug project. They record their ideas on sugar paper. Each group will be told that they must deliver feedback to the rest of the class about the findings in their discussion.	That he will respond by contributing effective ideas to the discussion and possibly feedback to the whole class Really nervous but when given a task (even writing on a whiteboard)	Supports learning by offering ideas certain about spelling - v. engaged in task in body language - when more confident is v. keen to contribute - contributions v. effective	That she will respond by contributing effective ideas to the discussion and possibly feedback to the whole class Easily offering from writing to verbal. Gets stuck on Z but with support shares.	needs support to start contributing - happy to offer ideas when supported.

Get the lesson study team to make hand written notes about the pupils on Step 5 template

AFTER THE LESSON CONDUCT A SHORT PUPIL INTERVIEW (last 3-5 minutes)

1. What did you enjoy most about that lesson?
2. What did you learn? (What can you do now that you could not do before?)
3. What can you do to improve?
4. What aspect of the teaching worked best for you?
5. If the same lesson is being taught to another group, what would you change? Why would you change that aspect?

Take notes of the answers (use template in appendix) to inform your next review and planning meeting.

Step 7: Review learning in light of planned learning outcome

The Lesson Study team needs to analyse all the information gathered during the research lesson as well as additional information from the pupil interview, to evaluate how successfully the students learnt. This will mean meeting to discuss the lesson observations in detail, as soon after the lesson as possible and making plans for the next research lesson. These review and planning meetings will have been scheduled at the start of the lesson study.

You will consider the following questions in this review and planning meeting:

1. What did we find out?
2. What progress are we making towards answering our initial questions about pupil progress?
3. What changes to the learning objectives and teaching approaches might be made? And why?

On the basis of the conclusions to these questions jointly plan, teach and observe 2 further research lessons. (Repeating steps 5, 6 and 7). The second and third research lessons might involve minor or major changes to the lesson plans (involving changes in objectives, activities and /or resources).

Step 8: Record the case pupil achieved outcomes

Use the GSE template completed in Step 4 to record your team's assessment of the pupils' achieved outcomes for the 2-3 goals you set for each of the case pupils. It is important that the Achieved level and descriptor is ***agreed by the LS team and not by just one member of the team***. There needs to be some discussion in the LS team about the Achieved level and evidence for this level. This moderation process gives greater weight to the evidence for any changes that can be attributed to the Lesson Study.

Refer to the GME guidance at the end of the Appendix for help.

1. Case pupil 1: details

GOAL 1											
Be more frequently engaged in group activities when emphasis is on using key vocabulary											
Rating scale:											
	Low High 										
Baseline		X									
Expected						X					
Achieved						X					
Baseline descriptor	Is often disengaged in group activities when she needs to use vocabulary										
Specific evidence for descriptor	Because of problems in written and verbal language tends to be disengaged and not participate										
Expected descriptor	More frequent engagement in group activities										
Specific evidence for descriptor	Increased participation, improved speech, increased confidence										
Achieved descriptor	More frequent engagement in group activities										
Specific evidence for Descriptor	Participated more during question and answer sessions; vocabulary still limited but conversations contains more basic structure; more willing to write and less anxious about her work										

Step 9: Decide how to share learning and disseminate the approach to others

Your lesson study team needs to review your own learning. You will find a lesson study case report template in the appendix. Use this to write up your experiences.

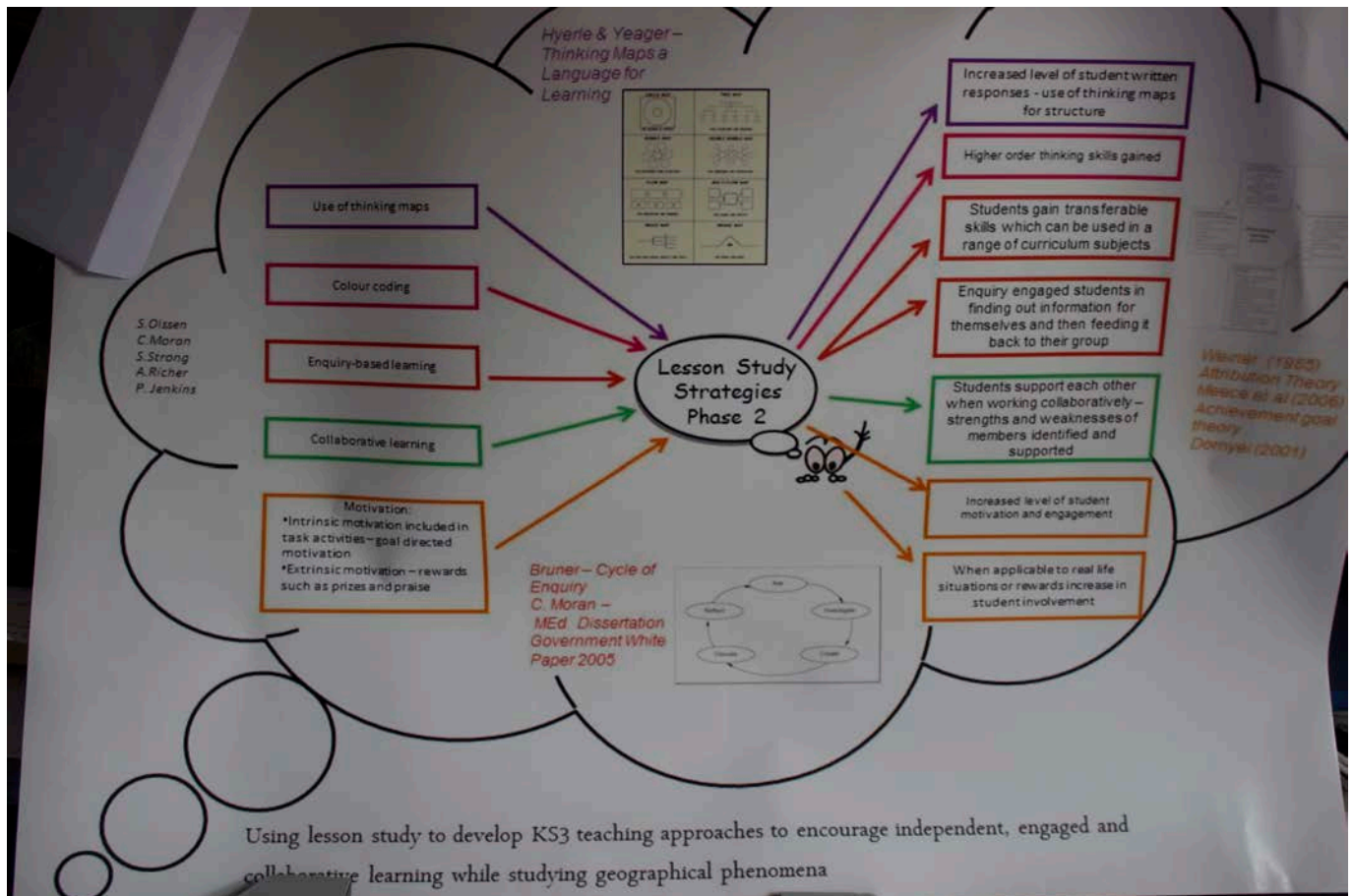
Also you can also create a poster- use this to develop a story which can be displayed to colleagues in your school. This can act as record of your lesson study for future reference.

Think about how you will disseminate the findings in your school?

Create a poster and put it on the wall in the staff room

Present your lesson study experience to teachers in a CPD session

Conduct your final research lesson again, this time invite other colleagues into watch



Using lesson study to develop KS3 teaching approaches to encourage independent, engaged and collaborative learning while studying geographical phenomena

GOAL 1 Increased interaction with peers in group activities									
Rating scale									
Low High									
Observed									
Expected									
Achieved									

GOAL 1 Increased level of engagement in written activities									
Rating scale									
Low High									
Observed									
Expected									
Achieved									

Student 2:
Lesson Study
Outcomes



GOAL 2 Increase level of self-motivation to complete tasks									
Rating scale									
Low High									
Observed									
Expected									
Achieved									

GOAL 3 To actively participate as part of a group									
Rating scale									
Low High									
Observed									
Expected									
Achieved									

Observed Improvements in pupil learning and attainment

Student 1 – achieved higher than each of his GME targets & progressed two sub-levels in his end of module assessment

- a visible increase in the level of written work completed by the student
- student chooses to sit and engage with a range of students
- student participates more in group work

Student 2 – achieved one of his GME targets & progressed one-sub level in his end of module assessment (expected progress)

Reasons for this student not achieving his targets:

- Absence from the first lesson of the study
- Identified mid-way through the project as having significant difficulties in literacy – now undergoing assessment

NB: Focus on student progress has remained subsequent to the lesson study programme. Student 1 has continued to progress in relation to each of his GME targets. Student 2 is still yet to reach his target for Goal 1 – however, he has now been receiving 1:1 support in literacy so some progress has been made in relation to the goal

Where next?

- Outcomes of the Lesson Study programme to be shared
- Lesson Study and combined planning has been adopted as part of the 'Developing Practice' professional development module
- Personal inclusion of thinking maps and enquiry based learning in lessons – allows progress to be tracked. Structure and tasks included in lesson observed by OFSTED (Jan '12)
- Inclusion of thinking maps and the focus they allowed stated to lead of the 'Thinking School' initiative
- Ideas to be disseminated within departments
- Student identified with difficulties due to focus on student learning rather than teaching - could this help identify hard to reach/engage students?
- Students who are members of the Teaching and Learning Institute have used Lesson Study as a strategy to improve



APPENDIX: TEMPLATES FOR EACH STEP OF LESSON STUDY PROCESS

Step 1: Plan who is in the lesson study group – *which colleagues can and will work with me on the lesson study.*

Name	School Role	Lesson Study Role

Step 2: Timeline for Lesson Study

Lesson Study activities	Dates scheduled	Time scheduled	Notes
Initial review and planning meeting			
Research lesson 1			
Review and planning meeting			
Research lesson 2			
Review and planning meeting			
Research lesson 3			
Final review and planning meeting			

Step 3: Decide on pedagogic focus

Step 3: Research sheet – what has worked for other teachers and students?

We need to build on best practice.

What teaching approaches have teachers from other lesson study work found useful for pupils with SEN / disabilities? Consider these broad approaches to suggest areas where you may focus:

- **Differentiation** e.g. extension tasks if finish early or to stretch; specific learning objectives; smaller chunks - tasks broken down
- **Multi-modal/sensory approaches** e.g. regular use of film, music; recording and watching pupils at work
- **Grouping and peer relationships/support** e.g. layout of classroom and groupings in attempts to maximise learning
- **Assessment of learning** e.g. repeating a diagram in reverse to check understanding
- **Motivational approaches** e.g. use of lots of praise and encouragement, including developing peers to recognise positive aspects of one another's work
- **Working with additional adults** e.g. TAs deployed to support pupils in order to encourage independence
- **Adult-pupil communication** e.g. structured questions to help pupils access key information and concepts
- **Memory and consolidation** e.g. verbal, visual, practical reminders throughout lesson: repeating the learning to mastery before moving on, retrieving information for themselves instead of being teacher-lead
- **Activity based learning** e.g. role play
- **Pedagogic methods/assumptions** e.g. scaffolding and one-to-one coaching

What information can our colleagues in school contribute?

Are there any teachers with specialist SEN knowledge or research awareness?

Following discussions with your team decide and record below your lesson study focus will be. Record this below:

Step 4: Planning the overarching lesson study focus and expectations for the case pupils.

Lesson Study and Pupil overview

Lesson Study title: (subject, topic, theme)	
LS general aims	
Class details	
Mixed ability or set	
If set, what level	
No pupils in class	
Case pupil 1	
Age gender	
Any other SENs	
SA, SA plus or Statement	
Particular focus/ concerns	
Details of latest Assessment of Pupil performance (APP) level(s) in LS subject	
Case pupil 2	
Age / gender	
Any other SENs	
SA, SA plus or Statement	
Particular focus/ concerns	

Details of latest APP level(s) in LS subject	
LS research questions for both pupils (2-3 questions)	
Pupil 1: How can Pupil 1 How can Pupil 1 Pupil 2: How can Pupil 2 How can Pupil 2	

SEE BELOW FOR FULL ACCOUNT OF USING GME TEMPLATE: you will use between 2-3 of these goal templates per pupil

Case pupil's learning goals: Goal Monitoring and Evaluation (GME) details

GOAL 1												
Rating scale:												
	Low High 											
Baseline												
Expected												
Achieved												
Baseline descriptor												
Specific evidence for above descriptor												
Expected Descriptor												
Specific evidence for above descriptor												
Achieved descriptor												
Specific evidence for above descriptor												

GOAL 2											
Rating scale:											
	Low High 										
Baseline											
Expected											
Achieved											
Baseline descriptor											
Specific evidence for above descriptor											
Expected Descriptor											
Specific evidence for above descriptor											
Achieved descriptor											
Specific evidence for above descriptor											

GOAL 3											
Rating scale:											
	Low High 										
Baseline											
Expected											
Achieved											
Baseline descriptor											
Specific evidence for above descriptor											
Expected Descriptor											
Specific											

evidence for above descriptor	
Achieved descriptor	
Specific evidence for above descriptor	

Planning and observation sheet: complete in step 5 columns A, B and D ONLY.
Add more stages as needed

STEP 5: PLANNING AND OBSERVATION TEMPLATE

A. Stage of lesson	B. How expect case pupil 1 to respond	C. How observed to respond	D. How expect case pupil 1 to respond	E. How observed to respond
Stage 1: <i>(approximate time)</i>				
Stage 2: <i>(approximate time)</i>				
Final stage: <i>(approximate time)</i>				
Summary at end of research lesson				
	Pupil 1	Pupil 2		
What were the case pupils able to do? (What progress/no progress have they made, and how do you know?)				
THIS TEMPLATE IS TO BE USED IN STEP 6 RESEARCH LESSON OBSERVATION				

Step 6: Teach research lesson and observe case pupil learning

End of research lesson case pupil questions: these need to be adapted to age and level of understanding of the pupils

1. What did you enjoy most about that lesson?
2. What did you learn? (What can you do now that you could not do before?)
3. What can you do to improve?
4. What aspect of the teaching worked best for you?
5. If the same lesson is being taught to another group, what would you change? Why would you change that aspect?

Step 7: Review learning in light of planned learning outcome

You will consider the following questions in this review and planning meeting:

1. What did we find out?
2. What progress are we making towards answering our initial questions about pupil progress?
3. What changes to the learning objectives and teaching approaches might be made? And why?
MAKE CHANGES TO THE STEP 5 LESSON PLAN AND STEP 5 PLANNING TEMPLATES. USE THE LATTER FOR OBSERVATION IN NEXT RESEARCH LESSON

Introduction to Goal Monitoring and Evaluation (GME)

Goal Monitoring and Evaluation (GME) is a method of monitoring the learning outcomes that arise from an intervention like Lesson Study that is tailored to the specific context and goals of the teaching. This method was developed initially under the name Goal Attainment Scaling (GAS). It has been used in many kinds of programmes and service contexts. Evaluation of GAS indicates that it is best used when it meets these criteria:

- there is advance specification of the expected goal,
- at least three goals are used,
- there is independent review/assessment of levels attained.

In this version – GME – you will identify 3 levels on an 11 point progression line; 2 before the programme starts – a Baseline level and an Expected level – and one after the programme – an Achieved level.

Steps in undertaking GME: for each Lesson Study (LS) there is a template which covers:

1. Lesson Study overview details
2. Case pupil 1 and 2 details

1. Lesson Study overview details

This template is to be completed **at the start of the LS**. It involves writing out descriptions of the following:

- a. Lesson Study title: subject area, topic, and theme of proposed LS
- b. Lesson Study aims: the general aims of the Lesson Study
- c. Case pupil with MLD 1 and 2: what other SEN these case pupils have in addition to MLD, whether the SEN are identified at School Action, School Action Plus or with Statement, and what particular focus and concerns there are about case pupil 1 and 2 related to the LS
- d. Lesson Study research questions: 2-3 questions to ask about both pupils' learning; at least one of the questions needs to be personalised for each pupil, but the other 1-2 questions could be the same for both pupils.

Summary:

- **At the start of the LS** you will need to fill in **LS template** covering LS details, aims, case pupil 1 and 2 details and LS research questions for each case pupil.

2. Case pupil 1 and 2 details: GME

- a. For each pupil you need to identify 3 distinct goals (these goals might be related to each other, but are to be formulated separately).
- b. These goals derive from your LS aims and the specific questions you have developed for these pupils.
- c. Try to write these goals out as specifically as you can without losing what your intentions are.

- d. **Before starting the LS**, for each goal you will then identify a level on the 11 point progression line for the Baseline level for that goal
 - i. It is best to set the baseline above the lowest point, so there is scope to record change which is below the baseline, if that is what you find at the end of the LS.
 - ii. In setting the Baseline level for the goal write out what the starting baseline level is in the Baseline descriptor area. Next in the specific evidence area below, set out some specific evidence for this Baseline description. The evidence could be a qualitative description of a problem or an attainment level.
- e. Expected level for goal:
 - i. **Before you start the LS** you also need to identify what level you expect case pupils to achieve by the end of the LS.
 - ii. When setting the Expected level, leave some scope for the pupil *to achieve above your expected level*. Where you set the expected level is for you to judge depending on the goal and the LS. **The expected level is not a target.** Also leave, some scope *to record achievement less than expected*.
 - iii. As with the Baseline level you need to write a descriptor for this Expected level and give specific evidence for identifying this expected level.
- f. Achieved level for goal:
 - i. **After the Lesson Study cycle (i.e. 3 research lessons)** you will record what learning each case pupil has achieved, using the progression line, giving an Achieved level descriptor and specific evidence for this descriptor.
- g. It is important that the Achieved level and descriptor is ***agreed by the LS team and not by just one member of the team***. There needs to be some discussion in the LS team about the Achieved level and evidence for this level.

Summary:

- **At the start of LS** for each case pupil: you will give a **Baseline** and **Expected** level (and descriptor + specific evidence) for each of the 2-3 goals;
- **At the end of the LS** cycle for each pupil: you will give an **Achieved** level (and descriptor + specific evidence) for each of the 2-3goals:

Step 9: Guidance on writing your case study – do's and don'ts

'Do's

The purpose of your case report is to provide a reader (who may well be another teacher interested to learn from your practice) with an authentic, readable, vivid and well evidenced but above all clear account of what it was that you wanted to improve, what you did and what you learned. They should have enough information to be able to have a go at what you did themselves.

It needs to be crisp and succinct (so we have suggested word limits for each section and an overall word limit of 2500 words).

Do try to write in a lively and clear way. Provide quotations where you can or other forms of illustration to bring your text to life.

Take a lot of care in describing what it was that you wanted your students to get better at and whether they did improve. Some people feel they have to justify 'impact on learning' by referring to national curriculum levels. It is likely to be difficult to see changes in NC levels over a course of three research lessons because the levels are designed to take around two years to complete. It will make more sense to refer to the levels they are operating in and describe what they can do as a result of your teaching.

It is also hard to say with certainty that it was the teaching approach in your LS that made the difference. However, you will have a strong sense of group belief that certain changes you made or approaches you developed made particular differences and the pupils themselves may also add to that belief. So don't be afraid to say that you believe certain things because of x or y.

Gives references to materials and research that informed your work and acknowledge sources.

'Don'ts'

Try not to write in an overly academic style.

Do not identify individuals and make sure you have written permissions from parents or heads in line with your school and LA policy and the protocols of this project.

There may be particular things that you want to describe in detail or reproduce. Don't squeeze these into the text – attach them as appendices.

Lesson Study Case Report Proforma

Title of case study (40 words)

E.g. Using lesson study to develop teaching approaches that help students with learning difficulties and other students to understand key processes in photosynthesis and to devise a test to establish whether photosynthesis is taking place.

Who might find this case report useful? Give two suggestions (6 words each)

E.g. Science teachers with inclusive KS3 classrooms, Science departments in teaching schools.

Key points: Write two key bullet point messages to capture the attention of someone who may want to read this case study on the web (12 words each)

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Names and usual roles and contact details of LS group members

Name and contact details of LS group expert member (if you are happy to be contacted)

Section A: Context and overall aims (250 words)

Write a brief paragraph describing your school, its community, kinds of learner the school wants pupils to be and any features you think are significant for readers of this case study to be aware of (50 words). Write another about your department describing similarly important aspects of curriculum, teaching approaches and pupil learning (50). Describe how school's / department's approach to ensuring that all students, including those with learning difficulties and disabilities (50). Describe your LS group – strengths, experience, expertise, aspects people wanted to improve. (100)

Are there any charts or quotes from documents that would illustrate any of this.

Section B. Aims of the LS, class(es) and case pupils you worked with

500 words

What aspects of curriculum teaching were you trying to improve and what made you choose to focus on them?

What was your overall aim for this lesson study? Try and use this stem – 'We wanted to improve the way (xxxxx kinds of) students learn y'.

Key research and materials you consulted and decided to use – anything you decided against.

Describe each of your case pupils – their levels of operating in the subject(s) of the LS, their needs, the particular aspects of their learning and of themselves as learners that you focused upon.

Section C: Your first research lesson1) (RL – planning, delivery, observations and analysis meeting (300 words)

What did you want the students to learn?
What teaching approach were you trying out this lesson?
Who taught and what were the roles of others?
What did you discover in your post lesson discussion about case pupil learning, class learning and issues for teaching?
What did students reveal in interviews?
What did you decide to do in RL2?
Are there any quotes, extracts from student work or plans, discussions that would bring this to life for a reader?

Section D: Your second research lesson (RL2) – planning, delivery, observations and analysis meeting (300 wds)

Write section 2 of your case report below using a maximum of 500 words

*What did you want the students to learn?
What teaching approach were you trying out this lesson and how was it informed by RL1.? Who taught and what were the roles of others (If different from RL1)
What did you discover in your post lesson discussion about case pupil learning, class learning and issues for teaching?
What did students reveal in interviews?
What did you decide to do in RL3?
Are there any quotes, extracts from student work or plans, discussions that would bring this to life for a reader?*

Section E: Your third research lesson (RL3) – planning, delivery, observations and analysis meeting (300 wds)

*What did you want the students to learn?
What teaching approach were you trying out this lesson and how was it informed by RL2.? Who taught and what were the roles of others (If different from RL2)
What did you discover in your post lesson discussion about case pupil learning, class learning and issues for teaching?
What did students reveal in interviews?
What did you agree you had developed in terms of your practice and knowledge that you would record and tell others about?
Are there any quotes, extracts from student work or plans, discussions that would bring this to life for a reader?*

Section F Impact on pupil learning and progress (250 wds)

	<i>How do you anticipate it changing learning and pupil progress in future. Be practical – pupils who xxxx. will be better able to learn yyyy because zzzz type statements.</i> <i>Possible extrapolations onto longer term impact.</i> <i>Are there any quotes, extracts from student work or plans, discussions that would bring this to life for a reader?</i>
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Section G Impact on teaching practice and future teaching (250 wds)

		<i>How did you think it is going to affect your teaching, the teaching of others in future?</i> <i>What decisions will your department or school make differently as a result of this LS?</i> <i>Are there any quotes, extracts from student work or plans, discussions that would bring this to life for a reader?</i>
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Section H: Impact on departmental and school approaches to teaching, learning, supporting pupils with learning difficulties, and CPD. (250 wds)

	<i>Comment on this in a similar vein to G above.</i> <i>Are there any quotes, extracts from student work or plans, discussions that would bring this to life for a reader?</i>
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Section I: Personal reflections / evaluation against your expectations (100 wds)

Look at the sheet you filled in at the beginning of the project, to what extent have your original expectations been met?

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