

Appendices

Appendix One (Blank Observation Schedule)

Observation Schedule

Lesson Context:									
Engagement	Pupil A			Pupil B			Pupil C		
Task	1	2	3	1	2	3	1	2	3
1) Not Engaged									
2) Low Engagement									
3) Good Engagement									
4) Fully Engaged									
5) Highly Engaged									
Addition comments									

Adapted from the Leuven scale.

- 1) Not Engaged: Engagement is simple or passive. Pupil might even be off task.
- 2) Low Engagement: The pupil is sometimes engaged in the task Are making progress in task back slow progress. The pupil has moments of disengagement maybe daydreaming or fidgeting.
- 3) Good Engagement: The pupil is engaged in the task and making some progress with the task, however, is easily distracted by peers.
- 4) Fully Engagement: the pupil is completely engaged in the task and is making good progress, however there might be moments where pupil seems engaged, but no progress is being made.
- 5) Highly Engagement: The pupil is fully engaged in the task and is making great progress, that doesn't seem to be a moment where they're not making some progress. They are not easily distracted by peers

Appendix Two (Blank Interview and Reflection)

Interview questions

Which task did you find more interesting?

Were the demands of the task just for you?

Did you complete all tasks in the lesson?

Which task do you feel you learnt the most from?

Reflection sheet Adapted from the Kolb Learning cycle.

Reflection	
Experience (What Happened)	
Reflective Observation (Reflect/Review on the Experience)	
Abstract Conceptualization (What you have learned from experience)	
Active Experimentation (Putting into practice what you have learned)	

Appendix Three (Lesson 1 Observation Schedule)

Observation Schedule

Lesson Context: <i>ICT-HTML Tags</i> <i>Year 10 GCSE class.</i>									
Engagement	Pupil A			Pupil B			Pupil C		
Task	1	2	3	1	2	3	1	2	3
1) Not Engaged									
2) Low Engagement									
3) Good Engagement									
4) Fully Engaged				X					X
5) Highly Engaged	X	X	X		X		X	X	
Addition comments	Pupil A was engaged highly during all tasks in lesson.			Pupil B became more engaged as the lesson progressed.			Pupil C was fully engaged during lesson became slightly distracted towards end of lesson.		

Adapted from the Leuven scale.

- 1) Not Engaged: Engagement is simple or passive. Pupil might even be off task.
- 2) Low Engagement: The pupil is sometimes engaged in the task. Are making progress in task but slow progress. The pupil has moments of disengagement maybe daydreaming or fidgeting.
- 3) Good Engagement: The pupil is engaged in the task and making some progress with the task, however, is easily distracted by peers.
- 4) Fully Engaged: the pupil is completely engaged in the task and is making good progress, however there might be moments where pupil seems engaged, but no progress is being made.
- 5) Highly Engaged: The pupil is fully engaged in the task and is making great progress, that doesn't seem to be a moment where they're not making some progress. They are not easily distracted by peers

Appendix Four (Lesson 1 Interview and Reflection)

Interview questions

Which task did you find more interesting? HTML on notepad task 2

Were the demands of the task just for you? Challenging enough - Task 3 was fun.

Did you complete all tasks in the lesson? Yes completed all tasks in lesson.

Which task do you feel you learnt the most from? First task -

Second task - more independent work.

Reflection sheet Adapted from the Kolb Learning cycle.

Reflection	
Experience (What Happened)	Lesson on HTML 3 tasks given all pupils completed the tasks given.
Reflective Observation (Reflect/Review on the Experience)	All pupils were fully engaged during the lesson. However the level of engagement varied from task to task.
Abstract Conceptualization (What you have learned from experience)	Having different tasks in the lesson kept the students interested and engaged. The pupils found the tasks challenging and enjoyed completing independent tasks. (Task 2 showed that pupils were highly engaged.)
Active Experimentation (Putting into practice what you have learned)	Different tasks are given to students. Ensure that the tasks are challenging..

Appendix Five (Lesson 2 Observation Schedule)

Observation Schedule

Lesson Context: Finance - budgeting + cash flow forecast.									
Engagement	Pupil A			Pupil B			Pupil C		
Task	1	2	3	1	2	3	1	2	3
1) Not Engaged									
2) Low Engagement								X	X
3) Good Engagement					X				
4) Fully Engaged	X	X		X		X	X		
5) Highly Engaged			X						
Addition comments	Engaged on all tasks.			Task 2 distracted by peer.			Task 1 fully engaged Task 2 + 3 completed but was distracted.		

Adapted from the Leuven scale.

- 1) Not Engaged: Engagement is simple or passive. Pupil might even be off task.
- 2) Low Engagement: The pupil is sometimes engaged in the task. Are making progress in task but slow progress. The pupil has moments of disengagement maybe daydreaming or fidgeting.
- 3) Good Engagement: The pupil is engaged in the task and making some progress with the task, however, is easily distracted by peers.
- 4) Fully Engagement: the pupil is completely engaged in the task and is making good progress, however there might be moments where pupil seems engaged, but no progress is being made.
- 5) Highly Engagement: The pupil is fully engaged in the task and is making great progress, that doesn't seem to be a moment where they're not making some progress. They are not easily distracted by peers

Appendix Six (Lesson 2 Interview and Reflection)

Interview questions

Which task did you find more interesting? Task 3 + 2 were most interesting. Task 2 not numerical
Were the demands of the task just for you? Were all challenging enough
Did you complete all tasks in the lesson? Yes all tasks completed
Which task do you feel you learnt the most from? Task 2 - exam based questions

Reflection sheet Adapted from the Kolb Learning cycle.

Reflection	
Experience (What Happened)	Lesson on finance 3 tasks given + completed.
Reflective Observation (Reflect/Review on the Experience)	All pupils engaged in tasks - as group were some became distracted.
Abstract Conceptualization (What you have learned from experience)	Having different tasks including numerical + literacy kept students interested and engaged.
Active Experimentation (Putting into practice what you have learned)	Use negative numbers in cashflow to make the task more challenging.

Appendix Seven (School X Information Sheet and Consent Form)

INFORMATION SHEET

PROJECT TITLE: What effect do differentiated tasks have on pupil engagement?

Dear Parent / Guardian,

My name is Mr Hancock and I am studying for a PGCE qualification at ~~Yr Athrofa~~ University of Wales Trinity Saint David. I am currently a student teacher within School X and am teaching in your child's class.

I would like to invite your child to participate in my research project. The title of the project is "what effect do differentiated tasks have on pupil engagement?" I aim to find the effect that differentiation has on pupil engagement. Through your child's participation, I hope to find out whether pupil engagement can be affected by the use of task of varying difficulty.

The class will be taught as normal however there will be a PGCE student in the class observing three students selected at random. These three students will be asked to take part in a focus group interview. This interview will be audio recorded and these recordings will be stored securely and will not be kept longer than necessary. No photos or video will be taken.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on the school's secure network and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Mr Hancock

CONSENT FORM**PROJECT TITLE:** What effect do differentiated tasks have on pupil engagement?

Name of Researcher: Mr Hancock

Please initial box

1. I confirm that I have read and understand the information sheet dated 31/01/2020 for the above study.

☐

2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.

☐

3. I understand that my child can choose to withdraw at any time, without giving a reason.

4. I understand that the information given by my child will be used in a university assignment.

☐

5. I understand that my child's name will not appear at any time.

☐

6. I agree for my child to take part in the above study.

☐_____
Pupils name_____
Parent/Guardian signature_____
Date

When completed, please return to Mr Hancock by the 31st of January at (31/01/20) at the latest

Thank you.

Appendix Eight (Lesson 1 Lesson Plan)



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Mark Hancock	Class:	Year 10
AoLE or Subject	Computer science	Date:	03/02/2020
Lesson Focus:	HTML		
Meaningful links to Curriculum	Programming languages: Markup languages		
Meaningful links to: Cross Curricular Responsibilities	Problem-solving and modelling		
Personal Targets (Linked to QTS and identified in weekly review)			
Continue to use Classroom routines (making sure 100% attention before moving on)			
Asking questions to a specific pupils or getting a pupil to come up to the board			
Use school behaviour system if needed			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: 1. Analyse HTML code, finding any tags, errors and being able to outline layout just with the code. 2. Create and test their own HTML code. 3. Create a complex HTML code with images and attribute

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
1. Able to read html code and understand what will happen without running it. 2. Create html code based on a small brief 3. Create html code in exam like conditions.	1. Answer questions on html tags 2. Looking at broken html can find errors 3. Created html works and fits briefs.



Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions)	Pupil Tasks (Pupils' role -including differentiation strategies, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Ask students to come in, sit down, log on Hand out sheets. fill out the register. give out asset stars	Come in, sit down, log on normal areas. Read tags while taking register.	computer, Sims system, pen
Teaching & Core Learning	Starter 1. Go through HTML tags 2. Starter drag and drop tags/lines activity 3. Hand out sheets fill in the blanks (active 1), (5-10 minutes max) 4. Put timer on board 5. Once the timer is up discuss 6. Activity 2. Create HTML code based on a small brief. 7. Put timer on board(10-15 min) 8. Activity 3. Create HTML code that has a image and background colour.(take sheets off them as like exam)	Starter 1. Listen to HTML experlation 2. Do starter actived 3. Do worksheet fill in the blanks. 4. Create code based on the brief 5. Create own html code with image and colour	Interactive whiteboard, worksheet resources

Plenary	Plenary task examples of pupils html code asking questions to another pupils about it.	Plenary discussion.	
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Appendix Nine (Lesson 2 Lesson Plan)



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Nikita Temple	Class:	AS Business
AoLE or Subject	Business	Date:	06/01/20
Lesson Focus:	Finance – recap lesson		
Meaningful links to Curriculum			
Meaningful links to: Cross Curricular Responsibilities	literacy		
Personal Targets (Linked to QTS and identified in weekly review)			
- Ensure that extra work is prepared for MAT students and that the work is challenging. - Ensure that past paper questions are marked to ensure AFL.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Understand that sources of finance can be internal and/or external - Explain internal sources of finance including owners capital, retained profit and sale of assets - Explain external sources/methods of finance including overdrafts, loans, share capital, venture capital, leasing, trade credit and debt factoring. - Calculate a budget and explain the reason why businesses use budget - Calculate a cash flow forecast

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
Understand the difference between internal and external sources of finance and be able to give examples with a good understanding of the advantages and disadvantages. Calculate cash flow forecast and a budget.	Task 1,2 and 3 on worksheet and past paper questions.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	- Recap of what a budget is Q&A. - Give a bit of background of the Dognasium company	Answer questions and make notes on worksheet	Worksheet
Teaching & Core Learning	- Read through case study on the Welsh company The Dognasium as a class and ask students to highlight key points made. - Task 1 – Work in pairs or individually and create a budget for the Dognasium identifying some expenses and totalling them up. - Actual amounts given to students to fill in the column. Students will then need to complete the	-Highlight the case study and make notes - Join into pairs/individual work and complete budget column	- The Dognasium task workbook -Calculator

	variance column stating if the amount is favourable or adverse. - Explain the purpose of a budget - Task 2 – Exam past paper question AO1 and AO4 – “state one internal source of finance and one external finance. Discuss the benefits and drawbacks of each source of finance” ask students which AO this question has then ask to answer. - Task 3 – Complete cash flow forecast for The Dognasium for the next 6 months	- Complete the variance column and state whether the variance is favourable or adverse - Answer question on budgeting - Answer past paper question on source of finance using knowledge of examination techniques learnt from lesson before.	
Plenary	Revision Sheet – go through each section and have a discussion on topic and use examples.	Go through revision sheet and make notes of examples	- Electric white board - Revision sheet

