

Appendix 1: Observations from lesson 1

Observation	
Name of observer: Kirsty Jones and Huw Deighton	
Date of observation: 3/2/2020	Time of observation: 1.15pm
Task: <i>Which classroom management strategies are most effective to obtain pupils immediate attention?</i>	
Lesson/ subject: Maths – tally charts and fractions	
Any other information: • Smarties party • 1 pupil ADHD • 29 pupils present • 9 English as an additional language (EAL) speakers, 7 with additional learning needs (ALN). • Middle attaining child is EAL.	

☐ yes ☐ no

STRATEGY 1: Rhythm game	Pupil 1 L1	Pupil 2 M1	Pupil 3 H1
Looking at teacher. NOTES:	☒ Looking at Mrs Jones	☐ - Not looking - Missed first clap, joined in halfway through	☒ Looking but did not clap
Not fiddling. NOTES:	☒ Not fiddling	☐ Fiddling with bottle, then books	☐ Fiddling with bottle
Not talking. NOTES:	☐ Continued to talk to self quietly	☒ Was silent	☒ Was completely silent
Sitting/standing still. NOTES:	☒ Sitting still in chair	☐ Was fiddling	☒ Sitting still
Scale of attention:	3 out of 4	1 out of 4	3 out of 4

☒ yes ☐ no

STRATEGY 2: Responder call (1,2, 3 eyes on me)	Pupil 1 L1	Pupil 2 M1	Pupil 3 H1
Looking at teacher. NOTES:	☒ Paying attention but did not join in response	☒ Paying attention but did not join in response	☒ Focused on teacher
Not fiddling. NOTES:	☒ Not fiddling with anything in hands	☐ Fiddling with bottle, then books	☐ Fiddling with bottle, however appeared focused
Not talking. NOTES:	☐ Continued to talk and through instructions	☒ Not talking	☒ Completely silent
Sitting/standing still. NOTES:	☐ Wiggling around in chair	☒ Sitting still once water bottle put down	☒ Sitting still
Scale of attention:	2 out of 4	3 out of 4	3 out of 4

☒ yes ☐ no

STRATEGY 3: Show me five	Pupil 1 L1	Pupil 2 M1	Pupil 3 H1
Looking at teacher. NOTES:	☐ Looking at work, did not respond or show 5	☐ Looking at work and around the room, did not respond or show 5	☐ Did not look at teacher, carried on with work, did not show 5
Not fiddling. NOTES:	☒ Not fiddling	☐ Fiddling with bottle, then books	☐ Fiddling with bottle
Not talking. NOTES:	☐ Continued to talk to self quietly	☒ Was silent	☒ Was completely silent
Sitting/standing still. NOTES:	☒ Sitting still in chair	☐ Was fiddling	☒ Sitting still
Scale of attention:	2 out of 4	1 out of 4	2 out of 4

Scale of Attention

4 (High)	• Students demonstrate full attention when strategies are used. • Students are showing all four of the specified characteristics (sitting/standing still, not talking, not fiddling, looking at teacher)
3 (Moderate)	• Students display signs of attention when strategies are used. • Student displays three of the specified characteristics.
2 (Low)	• Students display limited signs of attention when strategies are used. • Student displays two of the specified characteristics
1 (Extremely Low)	• Students display little to no signs of attention when strategies are used. • Student displays one or none of the specified characteristics.

Appendix 2: Interviews from lesson 1

1) What did you think of that lesson? (Give 2/3 minutes to discuss)

L1 – yes, wish I had more Smarties

M1 – yes, but I didn't eat my Smarties I don't like them

H1 – Similar to the sandwiches.

2) How many times in the lesson did you think I stopped you to get your attention? Was this too much?

L1 – 4 or 5 times, M1 – 4 times, H1 – 4 times

Did not state whether this was too much, but when asked why the lesson did stop, they all agreed it was noisy and not everyone was giving attention.

ANSWER NOT GIVEN: so, do you remember when I did this? (show them the clapping) then go to 4.

ANSWER GIVEN: SEE 3

If they cannot remember, go back and show all three strategies used.

3) How did I get your attention?

L1 – knew the 1,2,3 and clapping but didn't remember show me five.

M1 and H1 gave all three; however, it was unclear whether they remembered all three before L1's response and demonstration.

If they can remember at least 1 then go to 4.

4) So, you remembered that one, what else can you remember I did?

5) So, when I did this (1,2,3 eyes on me)? What did you do?

Child 1 L1	Child 2 M1	Child 3 H1
Listened, stopped what I was doing. Noticed some people didn't but some people did.	Make sure you look at Miss and sit down. Asked 'anything else?' No nothing else.	If we are too far away must stand still and listen. And when you say 1,2,3 eyes on me, we say 1,2, eyes on you and stop.

6) So, when I did this (Rhythm game (clapping))? What did you do?

Child 1 L1	Child 2 M1	Child 3 H1
Must listen, look and stay still. Stop what you are doing and freeze like glue.	I clapped back. You have to look at you and freeze and that's it.	Look towards you, stick like glue and clap back, listen and look.

7) So, when I did this (Show me five)? What did you do?

Child 1 L1	Child 2 M1	Child 3 H1
Think I stopped, you freeze and stop what you are doing.	I stopped, stuck like glue.	Stop, stare and wait.

8) Were there any that made you stop as soon as you heard them?

Child 1 L1	Child 2 M1	Child 3 H1
1, 2, 3 eyes on me Clapping If I didn't see the 5, then no I didn't stop but if I saw it yes I stopped.	Sometimes I stop. 1,2,3 makes me stop. Show me five and clapping sometimes I stop.	Clapping and 1,2,3

6) why?

Child 1 L1	Child 2 M1	Child 3 H1
The 1,2,3 and clapping are noisy and got to repeat back. The five sometimes you can't see it.	Clapping is sometimes hard as you have to stop what you are doing to put things down. 1,2,3 you have to repeat.	Sometimes don't see or hear the hand (5) to stop. The clapping and 1,2,3 are noisy.

7) Were there any that you did not stop for as soon as you heard them?

Child 1 L1	Child 2 M1	Child 3 H1
Show me five	Show me five Clapping	Show me five

8) Why?

Child 1 L1	Child 2 M1	Child 3 H1
I didn't see it.	Sometimes hard as you put things down.	Too quiet and I didn't see it.

9) Which did you prefer? Was there one that stood out to you? (ALL MUST ANSWER)

Child 1 L1	Child 2 M1	Child 3 H1
1,2,3 eyes on me, I like it because it's noisy.	Clapping because I can hear it more.	1,2,3 eyes on me as it's longer, more time to slow down, put things down, listen and say it back without distractions.

10) Were there any you really did not like? why? Could we do something different?

Child 1 L1 Clapping – it makes my hands so tired and it hurts from all the writing.	Child 2 M1 1,2,3 eyes on me – too fast to get into seats sometimes. Maybe should give longer to stop by counting to 10?	Child 3 H1 Don't dislike any but my least favourite is the hand (show 5) as you put your hands up then down, sometimes it's tiring for your arms. We could turn the lights off and on?
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Appendix 3: Reflections from lesson 1

We will be following the theoretical cycle proposed by Kolb (1984), which address the process of reflection from concrete experience to active experimentation, whilst using Brookfield's (2005) four lenses to reflect fully, taking alternative perspectives into consideration.

The autobiographical

1) What happened? For example, how do you feel the implementation of these strategies went?

During the half hour session, the strategies were used a total of eight times.

Before the lesson:

- The children were distracted when they came into the classroom due to the layout of the room being changed to accommodate working in groups for the task. They also didn't have their usual settling in routine after lunch (quiet reading) as they had to wash their hands for the Smarties Maths investigation.
- The children had to be put into groups before settling down. They were also excited to start the task which had an impact on the noise levels and fussiness of the children.

During the lesson:

- It took a while to settle the children using the strategies, with the call and respond strategies being used more frequently. These were used more as opposed to the 'show me five' as noise levels were higher and attention was needed quickly to ensure they were on task.

2) What was most effective and why? For example, do you feel you gain the desired response?

The call and respond strategies were more effective than Show me five; however, the strategies had to be repeated on more than a few occasions to gain attention when needed.

As aforementioned, the children were much fussier due to the changes in the class routine, different seating arrangements and engagement of the task. Some children also had issues sharing the Smarties and working collaboratively. All groups were of mixed ability with some sitting with others they usually would not work with.

3) Potential improvements? For example, do you feel any did not gain the desired response?

The least effective was the 'Show me five' and the clapping took longer than usual. At one point in the lesson, the clapping had to be repeated three times to gain the attention. Most children clapped but continued talking.

Given the nature of the lesson and the change of routine, it was expected that there would be disruption and the children would require longer to settle. The activity was

purposely chosen to see which strategy would be most effective in a more 'hands-on' practical lesson compared to a quieter activity working independently.

4) What would you do to adapt?

The children would have been better prepared if they were put into groups prior to the lesson and knew where they would be seated. This would have caused less disruption at the start of the lesson. The children would have settled sooner following the settling in routine of quiet reading. Unfortunately, this was not possible due to the children being with different teachers in different areas of the school during a PPA session followed by lunch.

If this activity was repeated again, I would have as a carousel group activity rather than whole class.

The student's experience

➤ Reflection on the student interview responses

1) What were the key points that have arisen from their responses?

- They enjoyed the lesson.
- They identified four or five times being stopped for attention using the strategies; however, they were stopped a total of 8 times throughout.
- It is unclear whether all the children in the interview knew all three strategies before starting questioning. M1 and H1 may have copied the first child's responses (snowball effect).
- The participants gave a desired response describing what they should do during the strategies rather than what they did do.
- On the whole, they prefer the call and respond techniques rather than 'Show me five' as they were more likely to hear and sometimes did not see the hand. Two of the participants preferred 1,2,3 eyes on me, the other preferred clapping.

2) What did they deem most effective?

- The participants thought that 1,2,3 was more effective in gaining attention (2 out of the 3).
- The response was that they have to repeat back, it is louder, and one child said that it gives you more time to settle and respond without distractions.

3) What did they feel could be improved?

- All participants agreed that 'Show me five' could be improved.
- One suggestion was that longer time should be given, for example, 10 instead of 5.
- Two of the participants felt that the clapping is hard as you have to stop what you are doing to put things down, also sometimes it can hurt your hands.

Our colleague's experience

1) What were the key points that have arisen from their responses?

- 1,2,3 eyes on me was most effective in the lesson, followed by clapping which has lead to the decision that caller responder strategies were the most effective in this lesson to gain the attention of students.
- Show me five was unsuccessful in gaining the attention in a busier classroom; they do not see or hear as well as the others and thus do not respond.
- Participants gave a clear description of expected responses which showed great understanding of the strategies, but they do not demonstrate this in practice.
- 1,2,3 eyes on me worked as the most effective strategy, the rhythm game (clapping) was the second most effective.

2) What did they deem most effective?

- The caller responder 1,2,3 eyes on me was the most effective in this lesson as it was quick, punchy, loud, draws attention and a good way of gaining immediate attention.

3) What did they feel could be improved?

- Show me five could have been asked in a louder voice, this was quiet in a busier classroom.
- If the Show me five strategy continues to be used, more time could possibly be given or used at a different point in the lesson when the children are less fussier.

Appendix 4: Observations from lesson 2

Observation : Miss Jones lesson	
Name of observer: Mrs Jones and Mr Deighton	
Date of observation: 04/02/2020	Time of observation: 9:30am
Task: <i>Which classroom management strategies are most effective to obtain pupils immediate attention?</i>	
Lesson/ subject: Literacy: Researching 'Iceland' to link with class topic of myths and legends and Norse mythology.	
Any other information: Pupils present: 27 Children working in differentiated groups of approx. 9. 4 of the children speak English as an Additional language (EAL) and 3 children have a statmented additional learning need (ALN) with a fourth under review.	

STRATEGY 1: Rhythm game	Pupil 1 Lower	Pupil 2 Middle	Pupil 3 Higher
Looking at teacher. NOTES:	☒ Initially looking at the teacher.	☒ Looking at the teacher.	☒ Looking at the teacher. Did clap but was a little late.
Not fiddling. NOTES:	☒ Not fiddling.	☐ Fiddling; still writing.	☒ Not fiddling.
Not talking. NOTES:	☒ Not talking.	☒ Not talking.	☒ Not talking.
Sitting/standing still. NOTES:	☐ Continuing to write.	☐ Kicking legs of chair and still writing.	☒ Sitting still.
Total	3/4	2/4	4/4 =9/12

STRATEGY 2: Responder call (1,2,3 eyes on me)	Pupil 1	Pupil 2	Pupil 3
Looking at teacher. NOTES:	☒ Looking at teacher.	☐ Still writing.	☒ Looking at the teacher.
Not fiddling. NOTES:	☐ Fiddling with pen, and iPad. Holding headphones on.	☐ Still writing.	☒ Not fiddling.
Not talking. NOTES:	☒ Not talking.	☒ Not talking.	☒ Not talking.
Sitting/standing still. NOTES:	☐ Fiddling with pen, and iPad. Holding headphones on.	☐ Still writing.	☒ Sitting still.
Total	2/4	1/4	4/4 =7/12

STRATEGY 3: Show me five	Pupil 1	Pupil 2	Pupil 3
Looking at teacher. NOTES:	☐ Looking at iPad.	☐ Looking at sheets.	☒ Looking at the teacher.
Not fiddling. NOTES:	☐ Fiddling with pen, and headphones	☒ Not fiddling.	☒ Not fiddling.
Not talking. NOTES:	☒ Not talking	☒ Not talking.	☒ Not talking.
Sitting/standing still. NOTES:	☐ Half standing up; leaning over table.	☒ Sitting still.	☒ Sitting still.
Total	1/4	3/4	4/4 =8/12

Scale of Attention

4 (High)	• Students demonstrate full attention when strategies are used. • Students are showing all four of the specified characteristics (sitting/standing still, not talking, not fiddling, looking at teacher)
3 (Moderate)	• Students display signs of attention when strategies are used. • Student displays three of the specified characteristics.
2 (Low)	• Students display limited signs of attention when strategies are used. • Student displays two of the specified characteristics
1 (Extremely Low)	• Students display little to no signs of attention when strategies are used. • Student displays one or none of the specified characteristics.

Appendix 5: Interviews from lesson 2

Child 1: Lower attaining Child 2: Middle attaining Child 3: High attaining.

1) What did you think of that lesson? (Give 2/3 minutes to discuss)

L: It was fun, I enjoyed it.

M: I enjoyed.

H: I liked it a bit but I think we should stop every 5 minutes not every 10 to steal ideas.

2) How many times in the lesson did you think I stopped you to get your attention? Was this too much?

L: about 3 times, it was too much I like to keep going

M: 3 times, I think it was enough

H: about 6 or 5 times, I think we should stop more.

ANSWER GIVEN: SEE 3

ANSWER NOT GIVEN: so, do you remember when I did this? (show them the clapping) then go to 4.

3) How did I get your attention?

M: 1-2-3 eyes on me

L: clapping

H: show me 5

If they cannot remember, go back and show all three strategies used.

If they can remember at least 1 then go to 4.

4) So, you remembered that one, what else can you remember I did?

5) So, when I said (1-2-3 eyes on me) what did you do?

Child 1 Lower	Child 2 Middle	Child 3 Higher
I looked and listened	Same and I said 1-2 eyes on you	I finished the word I was on, then I worried where to put my pen. Then I said 1-2 eyes on you.

6) So, when I **clapped what did you do?**

Child 1	Child 2	Child 3
I tried to focus on the pattern so I knew what to clap back to you.	I <u>do</u> (did) the clap that you did. I don't try to know the pattern because we do it in every class.	I don't clap the rhythm back because it hurts my hands. I stay silent and I tap the table instead.

7) So, when I said **show me 5** what did you do?

Child 1 We do this *showing hand in the air*	Child 2 Put up 5 fingers. But sometimes I accidentally put up 4 or 3 fingers.	Child 3 We show you 5 *demonstrates this too*
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8) Were there any that made you stop as soon as you heard them?

Child 1 1-2 eyes on you	Child 2 Show me 5	Child 3 Clapping for me
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9) why?

Child 1 Makes me stop because you say out loud and I can hear you. But with show me 5 then children can't hear or see so we won't do it. I can say 1-2 back.	Child 2 Because I have to drop my pencil so I can't keep on writing then.	Child 3 Because I can hear the clapping and the beat *showed the rhythm* Child 1 then agreed with this.
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10) Were there any that you did not stop for as soon as you heard them?

Child 1 All of them.	Child 2 No.	Child 3 None of them make me not stop. I stop for them all.
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11) Why?

Child 1 I finish my sentence I am on before I stop. *shakes head whilst stating- I don't start new one though.	Child 2 But I may finish the last few letters of a word I am on but I do listen.	Child 3 Sometimes I may finish my word.
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12) Which did you prefer? Was there one that stood out to you? (ALL MUST ANSWER)

Child 1 1-2-3 Eyes on me	Child 2 1-2-3 Eyes on me	Child 3 1-2-3 Eyes on me
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13) Were there any you really did not like? why? Could we do something different?

Child 1 Show me 5 because I cannot hear it. I can't remember any other ones.	Child 2 No I like all of them. *after child 3 makes suggestion – yeah that is a good one.	Child 3 Show me 5 because sometimes my arm will ache is I am doing lots of work. Suggested a new technique where the teacher shouts “flat tyre” and students respond by saying “shhhhhh”.
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Appendix 6: Reflections from lesson 2

We will be following the theoretical cycle proposed by Kolb, which address the process of reflection from concrete experience to active experimentation, whilst using Brookfield's four lenses to reflect fully, taking alternative perspectives into consideration.

The autobiographical

- 1) What happened? For example, how do you feel the implementation of these strategies went?

On a whole class scale I feel that the implementation of all three of these attention gaining strategies are fairly successful in gaining short term attention. I would say that the caller responder strategies gain greater immediate attention than the show me 5, and the class seem to enjoy these strategies more due to their need to respond. I feel that when the show me 5 strategy is implemented some children continue to talk.

- 2) What was most effective and why? For example, do you feel you gain the desired response?

I felt that one of the caller responder strategies would be most effective, and I was not shocked to realise that the most successful strategy was the rhythm clapping. I was however more shocked that the show me 5 was the second most successful due to the need to put down any objects that are in the hands. I was also interested to see that for all three strategies on the whole the children do stop talking, but often do not look up at the teacher leading me to question whether looking is part of the success criteria for showing attention during a lesson.

- 3) Potential improvements? For example, do you feel any did not gain the desired response?

I feel that the 1-2-3 eyes on me was least successful due to the placement of this strategy in the lesson. The children were keen to finish their sentences and meet the lesson objective and success criteria of the task and thus continued to write and fiddle during the strategy.

- 4) What would you do to adapt?

After viewing these results I feel that it would be important to consider the order in which these strategies are implemented, as it may be more appropriate to either use the clapping or show me 5 strategies to stop children writing as they must use their hands.

The student's experience

➤ Reflection on the student interview responses

1) What were the key points that have arisen from their responses?

- All of the children had a preference for the 1-2-3 eyes on me caller responder strategy when asked during the focus group interview.
- However this different to the answers they provided for which made them stop as soon as they heard them.
- Show me 5 was the least popular for all children but for a few reasons: 1) not being able to hear it as clearly as the other two 2) aching arms.
- All children were able to identify the strategies used within the lesson.
- Child 3 (higher attaining) was able to identify the order of the strategies used and at what point in the lesson they were used.
- There was also a disagreement on whether they are stopped enough or too many times. Child 1 (Lower attaining) feels that he was stopped too many times as it disturbs his flow. Child 2 (middle attaining) feels she was stopped an adequate amount of times. Child 3 (higher) felt that more times would best suit him as he likes to discuss, share and 'steal' ideas during mini plenaries.

2) What did they deem most effective?

- In their opinion the caller responder strategies are most preferred but when asked which made them stop they disagreed. Child 1 said 1-2-3 eyes on me, child 2 stated show me 5, and child 3 stated clapping. Child 2 was correct in stating that show me was most effective for her in this incident. Child 3 showed the same level for all 3. And child 1 actually stopped for clapping.
- Child 1 and child 3 state explicitly throughout that being able to hear the strategy is a key element.
- Child 2 said that due to the nature of holding hand up during show me 5 strategy this stopped her from writing as she is forced to concentrate.

3) What did they feel could be improved?

- Child 1 could not remember any more strategies, and felt that he wanted to be stopped less as it stops his flow.
- Child 2 liked the strategies used, liked the frequency and did not feel there was anything to change.
- Child 3 liked the strategies used, but felt they should be used more frequently to share/steal ideas.
- Child 3 also suggested a new strategy he has used previously in another class where the teacher must shout "flat tyre" and the children respond by saying "shhhhhhhhh" which is another example of caller responder.

Our colleague's experience

1) What were the key points that have arisen from their responses?

- On the whole the three children seemed to not talk throughout the strategies but that child 1 and 2 often continue to write during and after participation, which could link to their interview where they state the need to finish a word or sentence they are on.
- Child 3 was engaged throughout and completed all strategies appropriately. The only point here was that he was slightly delayed in the response to the clapping. And despite stating his arm aches during show me 5, he did complete this.

2) What did they deem most effective?

- For child 3 all were effective, so researcher said they would take the child's view as paramount here as they do all with ease.
- Other researcher initially thought show me 5 seemed most effective until we totalled the results and conducted the interview.

3) What did they feel could be improved?

- Based on the whole class and on the children; to ensure that 1-2-3 eyes on me, caller response strategy receives a loud response of 1-2 eyes on you from all of the children.

Appendix 7: Observations from lesson 3

Observation	
Name of observer: Kirsty Jones and Kathryn Jones	
Date of observation: 04/02/2020	Time of observation: 13:15pm
Task: <i>Which classroom management strategies are most effective to obtain pupils immediate attention?</i>	
Lesson/ subject: Science. This lesson involved discussion of the classification of animals.	
Any other information: 26 pupils in the class. One child is currently on the list to see the Educational Psychologists. Four children are identified as having English as an Additional Language (EAL). One child has recently joined from a Welsh school and has regular intervention to develop his English skills.	

STRATEGY 1: Show me five	Pupil 1 L (I)	Pupil 2 M (P)	Pupil 3 H (Ca)
Looking at teacher. NOTES:	☒ Showed five.	☐ Continued to work. Did not show five but did look.	☐ Not looking but did show five
Not fiddling. NOTES:	☒ Not fiddling.	☐ Cutting and sticking.	☒ Not fiddling.
Not talking. NOTES:	☒ Not talking.	☒ Not talking.	☒ Not talking.
Sitting/standing still. NOTES:	☒ Sitting still. 4/4	☐ Not sitting still. 1/4	☒ Sitting still. 3/4

STRATEGY 2: Clapping	Pupil 1 L (I)	Pupil 2 M (P)	Pupil 3 H (Ca)
Looking at teacher. NOTES:	☒ Looking.	☐ Talking to person behind.	☒ Ready, looking and clapped back.
Not fiddling. NOTES:	☒ Not fiddling.	☒ Not fiddling.	☒ Not fiddling.
Not talking. NOTES:	☒ Not talking.	☐ Talking to person behind.	☒ Sitting quietly.
Sitting/standing still. NOTES:	☒ Sitting still. 4/4	☒ Sitting still. 2/4	☒ Sitting still. 4/4

STRATEGY 3: 1-2-3 eyes on me	Pupil 1 L (I)	Pupil 2 M (P)	Pupil 3 H (Ca)
Looking at teacher. NOTES:	☒ Did not respond or look.	☒ Briefly looked. Then continued writing and did not verbally respond.	☒ Was not looking at teacher.
Not fiddling. NOTES:	☒ Continued to write date and aim.	☒ Continued to write date and aim.	☒ Continued to write date and aim.
Not talking. NOTES:	☒ Not talking.	☒ Not talking.	☒ Not talking.
Sitting/standing still. NOTES:	☒ Sitting still. 2/4	☒ Sitting still. 3/4	☒ Continued writing. 1/4

Scale of Attention

4 (High)	• Students demonstrate full attention when strategies are used. • Students are showing all four of the specified characteristics (sitting/ standing still, not talking, not fiddling, looking at teacher)
3 (Moderate)	• Students display signs of attention when strategies are used. • Student displays three of the specified characteristics.
2 (Low)	• Students display limited signs of attention when strategies are used. • Student displays two of the specified characteristics
1 (Extremely Low)	• Students display little to no signs of attention when strategies are used. • Student displays one or none of the specified characteristics.

Appendix 8: Interviews from lesson 3

1) What did you think of that lesson? (Give 2/3 minutes to discuss)

L – 7/10 – lesson was fine/ good.

M – ok – enjoyed cutting and sticking activity.

H – Very fun and funny – 10/10

2) How many times in the lesson did you think I stopped you to get your attention? Was this too much?

L– Twice

M – Wasn't counting but 4?

H – Twice.

ANSWER GIVEN: SEE 3

ANSWER NOT GIVEN: so, do you remember when I did this? (show them the clapping) then go to 4.

If they cannot remember, go back and show all three strategies used.

3) How did I get your attention?

All four gave answers

1,2,3, clap, show me 5.

If they can remember at least 1 then go to 4.

4) So, you remembered that one, what else can you remember I did?

All remembered all strategies.

5) So, when I (insert strategy 1) did this? What did you do? Show me five

Child 1 L	Child 2 M	Child 3 H
I raised my hand and displayed the response – showed five.	Carried on with gluing activity. When this was completed I displayed five in response.	When the call was given I raised my hand, looked at you and showed five in response.

6) So, when I (insert strategy 2) did this? What did you do? (Clapping)

Child 1 L	Child 2 M	Child 3 H
The original clap scared me slightly. I looked at you. I did not clap back as I was scared from the original clap.	I heard the original clap. I clapped back quietly in the same rhythm. I did this because everyone was clapping quietly.	I did not hear the original clap. However, when I heard everyone else clapping, I joined in. I completed the rhythm after everyone else had finished clapping.

7) So, when I (insert strategy 3) did this? What did you do? 1,2,3 eyes on me

Child 1 L	Child 2 M	Child 3 H
I replied 1,2 eyes on you. After a few seconds had passed I carried on with my work.	I stopped what I was doing and repeated 1,2 eyes on you.	I turned around, stopped what I was doing and repeated 1,2 eyes on you.

8) Were there any that made you stop as soon as you heard them?

Child 1 L	Child 2 M	Child 3 H
No, none of the strategies made me stop straight away. I usually leave around 5 seconds before responding.	Clapping. This does not stop me all the time. However, this time I completely stopped what I was doing and focused on the teacher.	1,2,3 eyes on me made me completely stop what I was doing instantly.

9) why?

Child 1	Child 2	Child 3
My reaction time to being stopped is often a few seconds. I like to leave a few seconds to process instructions or interruptions.	I am used to the clapping strategy. This is something which has been implemented throughout the school since year 1 and I am very familiar with it. SENSE OF CONTINUITY.	This was the most vocal and loudest strategy. It therefore gained my attention.

10) Were there any that you did not stop for as soon as you heard them?

Child 1 L	Child 2 M	Child 3 H
All strategies.	The show me five strategy.	The show me five strategy as well as the clapping strategy.

11) Why?

Child 1 L	Child 2 M	Child 3 H
This is due to the fact that I like to take a few seconds to process before stopping. If I am on task I will not respond instantly. However, if I am not on task I am likely to respond more quickly.	I do not want to completely stop my work or what I am doing and raise my hand. If I am writing it is often difficult to raise my hand when asked.	I will often not hear the original clapping rhythm and therefore do not stop instantly. No reason for show me five.

12) Which did you prefer? Was there one that stood out to you? (ALL MUST ANSWER)

Child 1 L	Child 2 M	Child 3 H
The 1,2,3 eyes on my technique stood out to me in particular.	The strategy involving clapping loudly in a rhythm worked stood out for me.	The 1,2,3 eyes on my technique stood out to me in particular.

13) Were there any you really did not like? why? Could we do something different?

Child 1 L	Child 2 M	Child 3 H
I liked all of the strategies. However, the show me five strategy is not as quick to gain my attention. Something different could be clapping in a different rhythm/ tune.	I did not personally like the show me five strategy. This was because I am not used to it and I need slightly longer reaction time. Something different could be a show me five and count down to zero from that.	I did not like the show me five as I am not completely used to it as I think I was away when it was introduced. Something different could be a mixture of show me five and clapping.

Appendix 9: Reflections from lesson 3

We will be following the theoretical cycle proposed by Kolb, which address the process of reflection from concrete experience to active experimentation, whilst using Brookfield's four lenses to reflect fully, taking alternative perspectives into consideration.

The autobiographical

1) What happened? For example, how do you feel the implementation of these strategies went?

- I implemented the strategies once each throughout the lesson.
- On the whole, learners showed a positive reaction to the strategies. This was demonstrated by stopping what they were doing, putting their pens/ pencils down and looking at me.
- From a personal point of view I thought the 1,2,3 eyes on me responder call worked as the most effective strategy. This strategy appeared to get the greatest response from learners.
- The clapping strategy gained the smallest reply from learners. This appears in all lessons as some learners refuse to go along with this strategy.
- The show me five strategy did work. A huge proportion of the class displayed five in response. However, this did take a while to gain the attention of all learners.
- It appeared that learners were keen to carry on with the task in hand and therefore did not always give their complete attention to the teacher.

2) What was most effective and why? For example, do you feel you gain the desired response?

- I believe the most effective strategy was 1,2,3 eyes on me.
- I thought this because the majority of learners went along with the response and they all turned to face me as the call was loud.

3) Potential improvements? For example, do you feel any did not gain the desired response?

- Potential improvements for this strategy would be to allow more time for learners to respond.
- When the show me five strategy was implemented learners wanted to complete the task they were on before responding.
- Although the desired response was gained, it did not happen in the time I expected.

4) What would you do to adapt?

- An adaptation which could be made to this would include allowing more time for learners. A count down from five using my hand could have been used. This would have identified that I wanted a response in the following five seconds.
- A mixture of strategies could have also been implemented. This could have been claps counting down from five. Again this would have allowed for more time for response.

The student's experience

➤ Reflection on the student interview responses

1) What were the key points that have arisen from their responses?

- All students enjoyed the activities.
- All recalled being stopped at least twice during the lesson.
- All were able to recall the three strategies used to stop the lesson.
- IL – clapping caught attention as made them jump.
- CaH – Did not hear clap as was too quiet.
- PM – Would respond to techniques. However, would want to carry on in order to finish task.
- Responder caller is the loudest technique.

- Clapping techniques are used throughout the school and there is therefore a sense of continuity as learners are familiar with the techniques.
- Clapping can be difficult to engage with if glue/ pen/ pencil are in hand.
- IL – When focused on work, less likely to quickly engage with classroom management techniques.

2) What did they deem most effective?

- I & CaH deemed 1,2,3 eyes on me to be the most effective behaviour management technique.
- PM - Clapping was the most effective strategy. This was due to the continuity of this strategy throughout the school.

3) What did they feel could be improved?

- I – introducing new clapping rhythms to keep techniques fresh.
- P - Sowing five but counting down with fingers. This would allow more time for children to stop.
- CaH – A mixture of show me five and five claps would have worked as a more effective strategy to stop learners.

Our colleague's experience

1) What were the key points that have arisen from their responses?

- Learners are likely not to fully respond to strategies. However, they do not make eye contact when the strategy takes place.
- Less fiddling occurring during this observation.
- All learners were on task and wished to continue with work.
- Learners did not always make eye contact as they were on task.
- IL – displayed all desired characteristics for clap and show me five. However, only showed two for 1,2,3.
- Learners replied better to strategies when off task rather than on task.
- P – Better with responder call. Made eye contact and then carried on working.

2) What did they deem most effective?

- The most effective strategy was clapping and show me five for HA.
- Responder call was most effective for all learners.

3) What did they feel could be improved?

- The show me five could have allowed for more time.
- This would have given learners a greater amount of time to put down pencils and respond.