

Student Self Evaluation Form

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

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

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I feel I have presented the assignment well. I have explained the methods used during the research project clearly. I have several good sources for my literature review.	I feel my assignment is more descriptive than critical and my discussion of the literature is slightly one-sided. I feel I need to seek further advice on critical writing and spend more time researching literature in the future.

How Does the Drama Tool 'Conscience Alley' Encourage the Children's Oracy Skills in a Lower Key Stage Two Classroom?

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How Does the Drama Tool 'Conscience Alley' Encourage the Children's Oracy Skills in a Lower Key Stage Two Classroom?

Purpose of the Research

The research aims to improve my understanding of strategies that can be used to develop oracy skills within the primary classroom through conducting a small scale research enquiry. During a recent teaching experience in a curriculum pioneer school, I noticed that within the carousel learning strategy, adopted by Key Stage Two from the Foundation Phase, there is little opportunity for whole class discussion that is not teacher-led and often the talk between children when working independently tends to be more conversational than purposeful dialogue which enhances their learning Alexander (2008). Being a graduate of drama, I am interested in the effects of drama techniques and activities on both linguistic and social development. Oracy underpins drama and similarly is a fundamental cross-curricular responsibility that plays a key part in developing children's attainment of the four purposes of learning in the new Welsh curriculum recommended by Donaldson (2015) in *Successful Futures*. The research project aims to establish if the use of drama enhances the children's oracy skills and whether it would be an effective strategy for developing oracy skills with the primary classroom.

Research Context

The research took place in two Lower Key Stage Two, mixed attainment classes (a year three/four class and a year four class) in two different, large, English medium schools. As result of a discussion with my research partner, we identified that the quality of the children's talk in situations where the teacher is not leading the talk could be improved in both schools.

In my partner's placement school the recommendations made by School 21's oracy project were being implemented into teaching and learning, although the predominant teaching approach remained that of the traditional whole class teaching strategy where the children were seated in groups. In contrast, the classes in my

placement school moved around in a carousel of activities and their position varied from sitting at computer desks and group tables to working on the carpet.

Looking at the physical and social aspects of School 21's framework, *Voice21*, for oracy skills, we decided that a drama activity that involves slight movement and takes the children out of their normal positioning for learning may stimulate more meaningful talk. Abdal (2009 cited in Kalidas 2013:445) reports that drama has been found to make lessons more active and engaging, and develops critical and creative thinking skills which learners can apply to expressing ideas and opinions. Expressing, explaining and justifying ideas and opinions are key skills in the oracy element of the *National Literacy and Numeracy Framework for Wales (LNF)* and so we felt drama would be an appropriate strategy to research.

We evaluated several drama tools to find a suitable, clearly structured activity that would allow for creativity but would not be too ambitious to introduce and execute effectively in the short space of time available to us for this research project. Together we came to the decision that through the research project we would aim to capture the effect of one specific drama tool, 'Conscience Alley' in a lower Key Stage Two classroom. Our reasons for this was that 'Conscience Alley' requires learners to determine whether a person or idea is successful or a person has acted responsibly (Ashton-Hay 2005) and therefore practices the expressing, explaining and justifying skills instructed on the *LNF*.

Literature Review

Alexander (2008:9) argues that talk is, 'the true foundation of learning' yet it is often hindered by teachers being reluctant to 'hand control to the pupils' (Alexander 2004:24) and play the part of a facilitator of classroom talk. As, Bignell (2012) acknowledges, there are many aspects to classroom talk that serve various purposes which differ the relationship between teachers and learners according to the learning needs, although many educationalists have noticed there is an over-use of exchange between teachers and learners and insufficient solely pupil-led discussions (Ofsted 2005 cited in Bignell 2012:52).

However, Mercer and Hodgkinson (2008) identify that there are three main types of talk between learners that are commonplace in the classroom and each creates a different quality of oracy; disputational talk, cumulative talk and exploratory talk. Mercer and Hodgkinson (2008) explain that although ideas are shared within disputational and cumulative talk, ideas are not challenged and therefore knowledge is not constructed. The latter is the type of talk that moves learning forward as it practises active listening, questioning and challenging of ideas and reasoning. Therefore teachers should provide more learning opportunities that offer a platform for exploratory talk amongst learners.

In agreement, Wilkinson's (1965 cited in Corden 2000:4) earlier seminal work stresses that children need to have sufficient opportunities to discuss and negotiate with their peers in order for their oracy to grow, which echoes Vygotsky's theory that children learn more through interaction with each other than adults due to cognitive development happening on a social level first. (Vygotsky 1978 cited in Corden 2000:8)

Influenced by Mercer, Wilkinson and Vygotsky, School 21 and the University of Cambridge, who have collaborated on the *Voice 21* oracy project, also believe that social interaction is a key aspect of the development of oracy skills and have included it under the heading of *Social and Emotional* as one of four strands in their oracy skills framework. The vision of the school is to prepare their learners for the twenty-first century world and the director of *Voice 21*, Becky Ernshaw (*Oracy in the Classroom: Strategies for Effective Talk* 2016), agrees that teachers should create a variety of contexts for learners to refine their speaking skills.

Similarly expectations for social interaction such as listening and responding, and contributing to group discussions are found in the LNF (Wales 2014), however the example materials provided in the LNF may be seen as predominantly presentational activities, that are designed for the organisation of children into small groups, which may not necessarily provide the aspect of challenge that Mercer and Hodgkinson argue is needed to develop reasoning skills. In contrast, Ernshaw (*Oracy in the Classroom: Strategies for Effective Talk* 2016) highlights the need for variety in the organisation of learners as different groupings stimulate different types of talk, such as the deliberative conversations that can be generated when children are organised in the traverse stage position, like the opposing parties in the Houses of Parliament. Therefore, it is implied that drama and its tools and techniques might be capable of providing authentic learning experiences which develop children's oracy skills.

Basom (2011 cited in Kalidas 2013:445) suggests that drama could be implemented across the curriculum as it delivers a platform for encouraging a variety of skills that can be transferred into everyday life. Wagner (1976) exemplifies that when we are faced with an important event in our lives, such as a job interview, we often rehearse it ahead of time to help us explore the experience and improve our understanding of its process.

There is substantial evidence to support the notion of drama's ability to support a variety of cross-curricular skills including oracy collected by the research project *DICE: Drama Improves Lisbon Key Competences in Education* (2010). The two-year project, funded by the European Commission and involving over seven hundred collaborators including teachers, academics, psychologists and sociologists, found that the use of drama in school enhanced twenty two competences including first language communication. One of the key themes that came from the learners' feedback was how participating in drama had improved their communication skills.

Building on Alexander's (2004) argument of teachers' possible reluctance to lose control of their classroom, Kalidas (2013) points out that teachers may have concerns regarding the behaviour of their learners and the potential high volumes of noise they may create, whilst others may be apprehensive about reaching learning objectives and target attainment levels. However, Bignell (2012:54) disputes that if learning is to reach its full potential, teachers must challenge their practice and

consequently their learners to move beyond the habitual classroom talk routines. Ashton-Hay (2005:14) adds that drama can enrich learners' reflections as well as, 'create powerful social learning environments' where learners' linguistic skills and emotional intelligence can be developed.

The research suggests that drama may be seen as an effective tool used in education to support learning in the classroom and as it provides opportunities for learners to work collaboratively and therefore practise and improve their oracy skills.

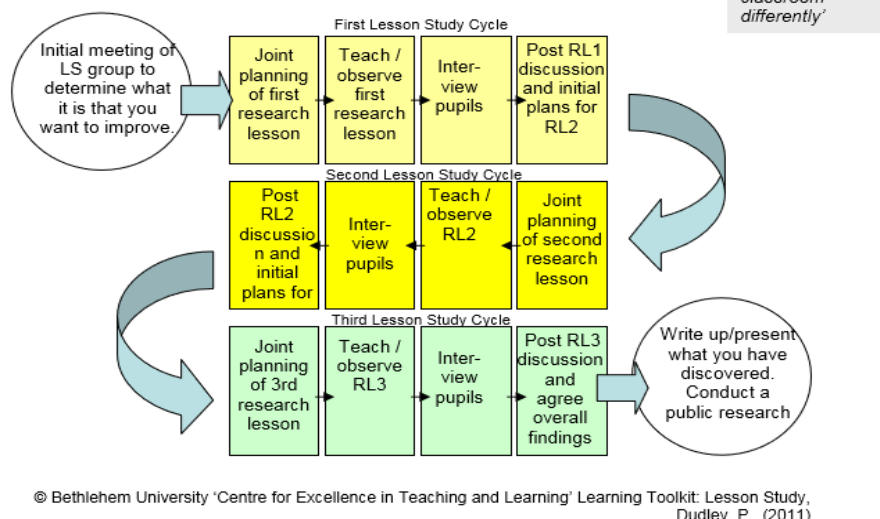
Explanation of Lesson Study Design

The methodology used in this research project was Lesson Study (LS) ‘a highly specified form of classroom action research’ developed by Peter Dudley (2011:2) that refines teaching practice. The LS method is a cycle of ‘research lessons’ based on a specific teaching strategy which a group of teachers collaboratively plan, teach and observe, then analyse the data collected from the lessons, subsequent interviews and reflections to find areas and ways for improvement. (see Fig. 1 taken from Dudley 2011)

b. Getting Lesson Study going

A Lesson Study consists of a cycle of at least three ‘research lessons’ that are jointly planned, taught/observed and analysed by a Lesson Study group. (See Fig. 1 below).

Fig 1 The Lesson Study process



Dudley (2011) claims that LS is successful because it assist teachers in noticing the gaps between what they thought happens in their lessons and what really happens, because teachers are usually alone whilst teaching but through the LS they gain another perspective from their peers. However, for Brookfield (1995 cited in Miller 2010) teachers aiming to be critical reflectors on their practice should seek to accumulate a variety of perceptions of their teaching from a wide range of vantage points. Brookfield recommends the notion of ‘four lenses’; which included ‘the autobiographical, the students’ eyes and theoretical literature’ as well as their colleagues perceptions, (1995 cited in Miller 2010:1) as each provides a different perspective on both the teaching and learning. With these references in mind, we

chose to collect data from our lesson study using the following methods: observational field notes on focus children, interview with focus children, Assessment for Learning (AfL) entrance and exit cards and ARC reflections.

Observational Field Notes on Focus Children:

Dudley recommends that researchers 'identify three pupils who reflect different groups of learners in the class' (Dudley 2011:8) such as different attainment levels, before the research lessons in order to plan individual targets for each child which they can be observed against. Due to the ethical considerations of only selecting children who had parental or guardian consent and had given assent at the start of the research lessons, we were unable to prepare for individual children in advance; with the exception for those with additional learning needs for whom we prepared additional visual resources beforehand. The focus children therefore had to be selected from a small group of eligible participants. We aimed to use purposeful sampling to have a representation of the different learner groups but this could not be expected as the focus children therefore had to be selected from a small group of eligible participants. As a result of this our lesson plans only had one learning objective for all children (see appendix 1 and 2 for lesson plans) and our observational schedule for capturing our field notes had to be applicable and attainable to all of the children in both classes.

In accordance with Dudley's suggestions we aimed to collect the focus children's responses and levels of oracy skills at different stages of the lessons; the news report used as a hook at the beginning of the class, the snowballing of ideas activity that prepared the children for the main activity, 'Conscience Alley' (the main activity). Taking notes at these stages would provide a learning journey that would highlight if oracy skills were or were not encouraged by the each activity, especially 'Conscience Alley'.

We chose to observe the focus children against an oracy framework and consulted both School 21's *Voice 21* framework and the LNF for Wales. As advised by Sharp (2012) we created a semi-structured observational schedule and level descriptors by adopting expectations from both frameworks, that would give us a clear agenda when evaluating the physical, linguistic, cognitive and social aspects of the children's oracy skills at key points in the lesson. (See appendix 3 for observation schedule

and level descriptors) Each aspect became a strand and each strand had several expectations. We used tick boxes to note if the individual children were 'meeting', 'below' or 'above' that level for strand. The levels were based on the year three, four and five outcomes stated in the LNF to match the year groups present in the classes.

From joint practice of using the observational schedule whilst watching videos of lessons recorded for good practice online, we discussed what would happen if a focus child did not speak during the lesson or a part of it. We drew a contingency plan of asking that child focused questions to elicit a response or reconsidering the social dynamic of the group or position of the child, also not to forget that the physical and social strands of oracy skills could still be observed and evaluated. However, it also came apparent that it was difficult to pin point a level for each child during the short space of time for each activity as the children often had a mixture of 'meeting', 'below' or 'above' level results. We decided that we would use 'best-fit judgement' to gauge the level of each child by looking at which level the majority of the child's characteristics fit (Wales 2008). We then practised using this method together to standardise our assessment of the four strands in our framework to increase the consistency of our data and improve its reliability.

Interview with Focus Children:

Subsequent to the research lessons, we conducted short interviews with the focus children same children that were observed in the lessons. Dudley (2011:11) warns that those who conduct interviews with different learners may cause complications with their data. We kept the same focus children in order to make links between the observational notes of the children and their responses to the interview questions. Dudley (2011.11) also recommends that the interview should take place straight after the lesson. After the second research lesson there was a break time in the school's timetable and so we chose to conduct the interview after the break to not deprive the children of their time outside and therefore not cause any negative impact on their wellbeing.

Another recommendation by Dudley (2011:9) is to make notes of what questions you would like to ask the focus children whilst observing the lesson. We were unable to implement this advice as we were required to write our interview questions prior to beginning the research project when seeking approval from the university ethics

committee and participating schools. However we did add a box to our observation schedule for note making in the event that we observed something worth extra mention. We prepared five questions and one contingency question that would elicit how the child perceived the activities, how the activities impacted on their learning and suggestions for improving the teaching to suit their needs. (See appendix 4 for list of questions) We aimed to keep the questions focused on the lesson but open enough that we did not direct the children's responses to the outcomes we were looking for. An example of this would be question three (See appendix 4 for list of questions) where it elicits an opinion be it positive or negative. We felt that Dudley's (2011:11) suggested question, 'What did you enjoy the most about the lesson?' was too closed and influenced a positive response. Referring to the *United Nations Convention on the Rights of the Child* (Unicef 1989) we wanted to comply with Article Twelve by allowing the children to give their opinions and taking them seriously.

Our chosen method for recording the responses was the written-record method carried out by the non-participant researcher who observed the lesson. The researcher who taught the lesson conducted the interview as they were more familiar with the children and would be more able of noticing changes to the children's demeanour and therefore could attentively monitor the children's well-being during the interview. We chose to write notes of the children's responses as it is a method used for assessment the children are already accustomed to in school life.

AfL Entrance and Exit Cards:

With aim of collecting a reliable source of the learner's perception, we decided to include an AfL strategy to capture the views of the whole class. Part of the reason for this was that we were unable to determine our focus children prior to the lessons, as discussed earlier, and so we could not guarantee our sample would be fairly represents of the classes and the different learners within them. Using AfL entrance and exit cards allowed us to collect individual responses from each child at the start and end of the lesson which could then be compared to identify whether the children's thought the activities had impacted their use of oracy skills. Two of the questions we composed on the cards indirectly refer to the two main speaking activities; question one – the snowballing of ideas; question two – 'Conscience Alley'. (See appendix 5 for blank entrance and exit cards) With ethical considerations and

data protection in mind we chose to keep the entrance and exit cards anonymous. This decision did not affect the data collected as we did not want to analyse the data of individuals but the group as a whole.

ARC Reflections:

Grigg (2014) describes how reflective practice can encourage teachers to question their strategies and teaching approaches. However, Dudley (2011:12) warns that teachers perceive reflections as judgemental on their teaching. We decided that both researchers, regardless if their role is the teacher or non-participant observer, would use the university's Assisted Reflective Conclusions (ARC) model to aid our own inquiries and record our reflections to obtain a wider perception of the lessons and to ensure the reflections remained about the learning and not the individual. We felt that this model was best suited to both researchers as it was used daily by both during professional teaching practices. Both researchers completed an ARC form directly after the lessons to document our personal opinions on the teaching and learning.

Analysis of Data:

At the end of each research session (lesson and interview) both researchers would compile the data collected from all methods and discuss the findings. After the first session we looked for areas for improvement and used the data to come up with solutions in order to adapt and refine the second lesson. Once both research sessions had been completed, we compared the data from both sessions and looked for emerging trends and key themes.

Ethical Considerations

Throughout this research project, both researchers have complied with both the Ethical Guidelines for Educational Research by the British Educational Research Association (BERA 2011) and the Research Ethics and Integrity Code of Practice by the University of Wales Trinity Saint David (UWTSD 2017). Before the research project began, approval of the research project was sought after from both schools and permission for carrying out the research was obtained by the university ethics committee.

Due to the research taking place in a classroom and the participants being voluntary children, appropriate ethical considerations were discussed. With accordance to *Children and School Based Research: 'Informed Consent' or 'Educated Consent'?* (BERA 2001) written consent for participating in the research was requested from the parents or guardians of the children and the children were asked to give their assent once to be observed during the lesson and again to participate in the subsequent interview. In both schools, the acquirement of assent was witnessed by the class teacher. (Due to ethical considerations of not using names of people or schools these are not included in the appendix but are available to view on request.) Only children whose parents or guardians had provided consent and who had given assent for both methods of data collection were selected as focus children who were observed by the non-participant researcher and participated in the interview.

In line with the *United Nations Convention on the Rights of the Child* Articles Three and Twelve, and with understanding of both the schools and the university's safeguarding policies and processes, the children were informed of the purpose of the research at the beginning of the lesson study. It was explained that they had the right to withdraw from the research project at any point for any reason and that they would not be treated differently for doing so. Researchers monitored the children's wellbeing and were prepared to stop any activity if any child were to become upset or showing any signs of distress or discomfort.

In compliance with the Data Protection Act (1998 cited in BERA 2011:7) data collected by researchers was securely held and all names of schools and participants have been replaced by numbers, for example *School One*, to ensure anonymity.

Lesson Study One

As can be identified in the lesson plan for the first lesson (see appendix 1) the learning objective for all learners was 'to make an informed decision' which would be achieved through a literacy lesson using 'snowballing' (small groups share their initial ideas and these groups are joined with other groups so that groups of three become groups of six and so on) to share and build ideas and reasons and 'Conscience Alley' (two teams with contrasting ideas stand in the traverse stage position; opposite each other in two parallel lines) to present their ideas, and listen and respond to the opposition through the use of oracy skills. The theme of the lesson was *Goldilocks and The Three Bears* and the children had to decide whether Goldilocks was innocent or guilty of three charges. We chose this story as it was very likely that all of the children would be familiar with the characters and the events and therefore would be able to fully engage with the activities without the prevention of any knowledge gaps. For the two activities the children were split into two groups; Team Bears who had to come up with reasons why Goldilocks was guilty, and Team Goldilocks who had to explain why Goldilocks was innocent. At the end of the lesson each child had to consider all of the points presented and make an individual decision by voting innocent or guilty. Selected children were asked to share their reasons for their choices to the group.

From the ARC reflections of both the teacher and the observer, and the focus children's responses to the interview questions, it was evident that behaviour had had a great impact on the quality of oracy produced during the 'Conscience Alley' part of the lesson. The teacher observed that the children began to shout at each other to be heard but there was little listening taking place. (See appendix 6 for the teacher's ARC) Building on this the observer noted that the behaviour then became confrontational as the children began to push each other. (See appendix 7 for the observer's ARC) Child three shared that they also found the activity loud and child one explained that it was for these reasons why they did not like the activity. (See appendix 8 for the first interview's responses) Both researchers reflected that on this occasion 'Conscience Alley' did not work effectively as a whole class activity due to the difficulty of managing the class and that splitting the teams in half to have two simultaneous 'Conscience Alleys' may resolve the volume issue and make the activity more manageable. The observer also suggested implementing a social target

at the beginning of the lesson, to be attained alongside the learning objective, which would clearly state what behaviour was expected and may therefore encourage better social skills. This was then incorporated in the lesson plan for the second lesson. (see appendix 2). Child three also offered the solution that one team could share ideas at a time. (See appendix 8) The idea was taken on board and merged with the observer's idea of the children only speaking when the 'judge' is next to them to prevent everyone from speaking at the same time.

The teacher also noted that when the groups joined to become full teams during the 'snowballing' activity the conversation started to diverge from the task in hand. So the teacher put forward the idea of posing the key questions written in the lesson plan (see appendix 1) at this point instead of giving all learners the visual aids that displayed pre-composed reasons. The solution was developed with the observer into writing the key questions on flashcards and handing them out to the corresponding groups to continue to pursue the aim of providing an opportunity for the learners to converse with each other with minimal teacher input. It was felt that if the teacher were to ask the questions the interaction would then switch to predominantly teacher to learner and the desired interaction amongst learners would be lost.

During the discussion of data after lesson one the observer disclosed that they found it difficult to observe all three focus children at the same time as they were always positioned apart from each other. It was decided that in the next lesson the focus children would be put into the same group for the 'snowballing' activity and for 'Conscience Alley' to make monitoring their oracy skills less problematic. The observer also shared that they had drawn a fourth box onto the observation schedule during the lesson (see appendix 9 for the first lesson's observational notes) to capture the oracy skills used in the plenary task (the vote for innocent or guilty) because during this activity the teacher was assessing if the learning objective was met through verbal interaction with the children. It was identified by both researchers that without this stage of the lesson being levelled there would be little data on whether the learning objective was met and to what extent oracy skills played a part in achieving it. Consequently a fourth box was added to the observation schedule for the second lesson. (see appendix 10 for the second lesson's observational notes).

Despite the behavioural incidents the learning objective was met by all students, however the researchers predicted that through the improvements implemented into the second lesson plan the quality of the children's' oracy skills would be much better.

Lesson Study Two

For the second lesson the researchers swapped roles to ensure the class were familiar with the teacher and the teacher familiar with the policies of the school. As included on the lesson plan (see appendix 2) both the learning objective and social objective were shared with the class verbally and written on the whiteboard for reference throughout the lesson. The second class were already accustomed to being given weekly social targets and so they were not fazed by the expectations that were set and they agreed that it was a suitable target for them to attain. At times when the social target was not being met by the children the teacher was able to reiterate the target by gesturing to the whiteboard. This strategy changed the negative behaviour quickly as the element of challenge refocused the children's minds (Cowley, unknown date).

The adaption of having two simultaneous 'Conscience Alleys' instead of the whole class participating in one, also improved the behaviour greatly. Even though the volume did increase due to the excitement of the children, having two groups made it easier for the teacher to monitor the children and intervene if necessary. Due to the smaller number of children in each alley and the new rule of only speaking when the 'judge' is next to you, the children taking on the role of the 'judge' were able to hear each other better, as noted by the observer (see appendix 11 for the observer's ARC), and the children were able to take time sharing their ideas as there was less competition for attention. These improvements allowed for the observation schedule's social expectation of taking turns to be practised by the children and observed by the non-participant researcher observing the lesson. The teacher noted in their reflection that the controlled behaviour may have been the reason why some of the children began to independently develop their linguistic and cognitive skills further by using some persuasive language techniques such as rhetorical questions to make the judge listen to them instead of shouting (See appendix 12 for the teacher's ARC). In agreement the observer wrote in their reflection that there was a 'greater quality of questioning and explaining'. (See appendix 11)

Giving the children flashcards with the key questions on during the last stage of the snowballing activity allowed the children to question their ideas and reasons without any input from the teacher and therefore allowed the activity to remain learner-led

and learner centred. At this point the children were learning on a social level which Vygotsky (1978 cited in Corden 2000:8) believed was the fundamental platform for children's cognitive development. Due to the nature of this activity the children were then able to participate in purposeful dialogue which also moved their learning forward as the questioning required them to extend their thinking.

As decided after the first lesson, the three focus children were placed into the same group for the snowballing activity and remained positioned close to each other to assist the observer in recording the children's oracy skills. In the discussion after the lesson the observer commented on how it was easier to observe the three children at the same time and it was interesting to see the difference in responses which also made it levelling the oracy skills clearer.

At the end of lesson two all of the children met both the learning and social targets. In contrast to the children's responses from the first interview, the children in the second interview all responded positively when asked their thoughts on 'Conscience Alley'. The reason for this could be due to the changes implemented to improve the standard of behaviour and organisation of the pupils as unlike the responses from the first interview, child one said it was 'fun listening to other people's ideas' and child three agreed saying, 'it was nice to hear everyone discussing.' (see appendix 13 for the second interview's responses).

Discussion of Research Findings

The majority of the data collected from both lessons is in agreement with the literature and shows that children learn greatly through talk and using drama in lessons can encourage children to talk more. This is evident in the observational field notes on the focus children in both lessons. From the tick boxes we can see that the nearly all of the children's oracy skills moved up a level from the introduction of the lesson to 'Conscience Alley'. For example child two in lesson two improved from 'meeting' level for physical and linguistic to 'above' level for both (see appendix 10). In some cases, the impact was greater as some children moved up two levels, for example child three in lesson one improved from 'below' level for cognitive to 'above' level (see appendix 9). This improvement can also be seen by the whole class data collected by the use of AfL entrance and exit cards where there is a clear movement from lower down the scale of unhappy faces to higher up the scale to happy and very happy faces in both classes' responses. (See appendix 14 and 15 for the accumulated entrance and exit card results for both lessons).

However it is also apparent that the oracy levels improved during the 'snowballing' activity in which the children prepared their ideas and reasons which were presented in 'Conscience Alley'. Therefore it is not completely clear that 'Conscience Alley' was solely responsible for encouraging the children's oracy skills as without the 'snowballing' activity the oracy levels may have remained the same or possibly dropped as not all of the children would have instantly had something to say or may have been unsure about their ideas. So it might have been the sharing and developing of ideas in small groups during the 'snowballing' that increased the children's confidence and encouraged their use of oracy skills during 'Conscience Alley'.

In addition, it is clear that even though all of the learners were engaged during 'Conscience Alley' not all of the learners enjoyed the activity. This is shown in the entrance and exit card results where there are still a fair number of children that ticked the unsure and unhappy faces. (See appendix 14 and 15) It is also highlighted by the comments made by some of the children in the interviews. In the first interview child three shared that they felt 'a little bit nervous' due to the worry that people might laugh at their ideas and child two simply responded with 'not good'. It

was clear from the observational notes that child two in the first lesson had experienced discomfort when participating in 'Conscience Alley' as their social level decreased from 'above' level during the introduction to 'below' level. (See appendix 9) However, this decrease might have been impacted by the poor quality of behaviour that emerged during 'Conscience Alley' in the first lesson perhaps causing the child to feel intimidated. Therefore it is possible that if the behaviour had been more controlled as it was during the second lesson, this child's results and feelings towards 'Conscience Alley' might have been different.

Nevertheless it must be noted that even though the majority of the results show that the use of the drama tool 'Conscience Alley' can be an effective strategy for encouraging oracy skills, it is not a method that is necessarily suitable for all learners due to its confrontational nature.

Conclusion and Recommendations

The use of the lesson study model was appropriate for carrying out research on a specific drama tool and the effects of the tool on a specific skill as it allowed for the strategy to be targeted and refined. A key strength of the research project was working collaboratively with a research partner as this allowed for the sharing of ideas and thoughts which allowed both researchers to develop their knowledge and understanding of both oracy skills and the benefits of using drama in education. For example as Ashton-Hay (2005) notes, by taking on a role, shy learners are encouraged to talk. This was evident by child response in the second interview, who claimed they were shy but 'Conscience Alley' encouraged them to share ideas (see appendix 13). However as also revealed by the children's responses the use of drama is not effective for all learners and as Reiff (1992 cited in Kalidas 2013) we must remember that everyone learns differently and as teachers we must understand the cognitive and emotional differences of their learners.

In contrast there are also several limitations to this research project. Due to this research being a small-scale project there were time constraints that impacted on the planning and reflecting of the teaching and learning which led to a limited amount of research into collecting data and therefore the data collected was insufficient for making definite statements about the effect of 'Conscience Alley'. Dudley's (2011) model of lesson study recommends a collaborative group of at least three teachers and to repeat the lesson at least three times. In future it would be interesting to work as a research triad in order to further develop the methods explored and to obtain a third practitioner's perspective.

Dudley (2011) also recommended setting out clear individual learning objectives for the focus children prior to the lesson and to predict their outcomes for each stage of the lesson which could then be compared to the actual attainment during the lesson by the observer. As previously stated, due to ethical responsibilities this research project was unable to follow this advice and therefore both the learning objectives and observation schedules may have been too generic to reliably show the change in oracy levels for the focus children.

In addition to this, the observation schedule was fairly ambitious to complete during the lesson for three individual children. Even though the level descriptors were

thoroughly planned with consideration of two successful oracy frameworks (*Voice21* and the LNF for Wales), it is possible that each strand included too many expectations to look out for and that the decision to select levels based on best-fit judgements may have caused inaccuracies. In future it may be more productive to measure the amount of times oracy skills were used by a child to identify if oracy skills were encouraged than the levels of oracy as this lends itself more to studying the improvement of oracy skills.

Our method for collecting the responses from the focus children during the interview may have also limited the reliability of our results. Choosing the written record method proved difficult to scribe everything that was said and so both researchers resulted in taking notes of the key points instead of writing exactly what was said. In order to collect the exact words of the children, I would consider using a voice recorder during the interview and then scribe the recording afterwards.

It may also be argued that by changing the teacher the teaching also changed and this may have impacted the learning. Similarly the lesson took place in two different schools with two different classes and the varying social dynamic and environment of these classes may have caused a change of results. It therefore can be suggested that there were too many variables in this research project to state that the change in oracy skills was solely caused by the use of the drama tool 'Conscience Alley'. In a future lesson study project it would be a good experience to keep as many of the factors such as teacher and class the same to be able to see the impact of the research strategy clearer.

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Appendices

Appendix 1 – Lesson Plan 1

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education				1B	
Session Plan – Key Stage 2					
Name of trainee:			Session ref: TET Lesson 1		
Personal target(s) in relation to QTS: S3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support learners as they progress. They involve learners in reflecting on, evaluating and improving their own performance.					
Year group: 3/4		No. of learners:		ALN:	
Additional Adults:					
Learning objective(s): To make an informed decision.				Success criteria: - Share their opinion - Listen to others - Support their opinions with ideas.	
Links to previous learning:					
Curriculum coverage (range, skills)					
<i>Literacy(LNF)</i> Explain Information and ideas using relevant vocabulary. Organise what they say so others can understand. Speak clearly, varying expression to help listeners.			<i>Numeracy (LNF)</i>		
<i>DCF</i>		<i>Thinking</i> Begin to experiment with own ideas and those of others. Generate imaginative ideas and responses.		<i>ESDGC</i>	<i>YCC</i>
Key vocabulary(English/Welsh):					
Time	Session activities, organisation and management			Key questions & Assessment for Learning opportunities	
15 mins	Introduction Introduce children to ourselves and explain what we are doing today. [Explain the process/assent etc] Entrance card. Recap over Goldilocks and the Three Bears using key images from the story on PowerPoint. NEWSFLASH [Goldilocks arrested]			Did Goldilocks apologise? Did she have permission to go into the house? What would her mother say? Why was Goldilocks in the	
	Main activities Explain that the children are going to be split into: - #Team Bears #Team Goldilocks 1) In 3's (one 2) children to discuss ideas and				

15mins	arguments. 2) 2 groups to join and discuss as a 6. 3) As a full group discuss. 'CONSCIENCE ALLEY' Nominate a 'JUDGE' to walk down alley. Do they think Goldilocks was innocent or guilty?	Woods? Was she being kind? What did she do to solve things?
10	Plenary Post it note vote..... Guilty or Innocent? Exit card.	Did Goldilocks know she was Breaking the law? Is goldilocks too young to be Charged? Was the door wide open? Was she scared? Did she see their house as a safe Place? Could she have gone anywhere else?

Appendix 2 – Lesson Plan 2

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education			1B	
Session Plan – Key Stage 2				
Name of trainee:			Session ref: 28.03.18	
Personal target(s) in relation to QTS:			S3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support learners as they progress. They involve learners in reflecting on, evaluating and improving their own performance.	
Year group: 3/4	No. of learners:	ALN:		
Additional Adults:				
Learning objective(s): To make an informed decision.			Success criteria: - Share their opinion	
Social Target: Everyone must be respectful of others.			- Listen to others - Support their opinions with ideas.	
Links to previous learning:				
Curriculum coverage (range, skills)				
<i>Literacy(LNF)</i> Explain Information and ideas using relevant vocabulary. Organise what they say so others can understand. Speak clearly, varying expression to help listeners.			<i>Numeracy (LNF)</i>	
DCF	<i>Thinking</i> Begin to experiment with own ideas and those of others. Generate imaginative ideas and responses.	ESDGC	YCC	
Key vocabulary(English/Welsh):				
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities	
15 mins	Introduction Introduce children to ourselves and explain what we are doing today. [Explain the process/assent etc] Entrance card. Recap over Goldilocks and the Three Bears using key images from the story on PowerPoint. NEWSFLASH [Goldilocks arrested]		Did Goldilocks apologise? Did she have permission to go into the house? What would her mother say? Why was Goldilocks in the	
15mins	Main activities Explain that the children are going to be split into: - #Team Bears #Team Goldilocks 1) In 3's (one 2) children to discuss ideas and			

15mins	arguments. 2) 2 groups to join and discuss as a 6. 3) As a full group discuss. 'CONSCIENCE ALLEY' <i>[Two alleys- one monitored by teacher and other by observer]</i> Nominate a 'JUDGE' to walk down alley.	Woods? Was she being kind? What did she do to solve things?
10	Plenary Post it note vote..... Guilty or Innocent? Exit card.	Did Goldilocks know she was Breaking the law? Is goldilocks too young to be Charged? Was the door wide open? Was she scared? Did she see their house as a safe Place? Could she have gone anywhere else?

Appendix 3 – Observation Schedule and Level Descriptors

-: below year level descriptor **O**: meeting year level descriptor +: above year level descriptor

Introduction of Lesson – ‘Morfo’									
	Child 1			Child 2			Child 3		
	-	O	+	-	O	+	-	O	+
Physical: <i>confidence & body language</i>									
Linguistic: <i>vocabulary, grammar & structure</i>									
Cognitive: <i>content & reasoning</i>									
Social: <i>work with others, listening & responding</i>									
Comments:									

Part 1 of Lesson – ‘Snowballing’									
	Child 1			Child 2			Child 3		
	-	O	+	-	O	+	-	O	+
Physical: <i>confidence & body language</i>									
Linguistic: <i>vocabulary, grammar & structure</i>									
Cognitive: <i>content & reasoning</i>									
Social: <i>work with others, listening & responding</i>									
Comments:									

Part 2 of Lesson – ‘Conscience Alley’									
	Child 1			Child 2			Child 3		
	-	O	+	-	O	+	-	O	+
Physical: <i>confidence & body language</i>									
Linguistic: <i>vocabulary, grammar & structure</i>									
Cognitive: <i>content & reasoning</i>									
Social: <i>work with others, listening & responding</i>									
Comments:									

Plenary – ‘Post-it Note Vote’									
	Child 1			Child 2			Child 3		
	-	O	+	-	O	+	-	O	+
Physical: <i>confidence & body language</i>									
Linguistic: <i>vocabulary, grammar & structure</i>									
Cognitive: <i>content & reasoning</i>									
Social: <i>work with others, listening & responding</i>									
Comments:									

Physical: Confidence & Body Language		
-	O	+
- Limited body movement; arms crossed, closed body language. - Slouched posture - Apprehensive, unable to manage feelings, unable to cope when asked questions - Unable to make eye contact with audience	- Some body movement; arms opening and closing, leaning forward when speaking. - Elements of good posture but not held throughout - Elements of apprehension, able to manage feelings. - Fleeting eye contact, unable to maintain for length of speech.	- Varied body language; uses hand gestures to support worded language, relaxed - Upright posture, open to audience - Confident when speaking, unchanged when asked questions - Maintains eye contact when speaking and listening.

Linguistic: Vocabulary, Grammar & Structure		
-	O	+
- Doesn't use Standard English – uses slang. - Confused organisation of speech - Speech does not flow.	- Uses Standard English at times but not consistent with use. - Often organises content well but not consistent - Speech flows but needs prompts for extension.	- Uses Standard English appropriately for situations. - Selects and organises content well - Speech flows and is extended.

Cognitive: Content & Reasoning		
-	O	+
- Unable to build on views of others - Cannot clearly support their arguments	- Sometimes builds on views of others - Gives basic reasons for supporting their arguments.	- Builds on views of others - Gives extended reasons and evidence to support their arguments.

Content is unclear for listening and further clarification is needed.	Content is clear for listening and apprehensible.	Content is clear for listen and emotive.
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Social:		
-	O	+
- Unable to take turns - Does not allow time for others to challenge their ideas. - Affected when ideas are challenged unable to manage emotions. - Does not actively listen - Does not respond to others - Does not question nor challenge others	- Sometimes takes turns but interrupts others. - Sometimes allows time for others to challenge their ideas. - Is affected when ideas are challenged but manages emotions. - Actively listening on occasions - Responds to others but not always appropriately - Questions or challenges others occasionally	- Able to take turns and manage the interaction of others. - Allows time for others for others to challenge their ideas. - Is unaffected when ideas are challenged. - Actively listening throughout. - Responds to others appropriately and constructively. - Questions and challenges others in a constructive and clear way.

Appendix 4 – Questions used in interview

Questions for Interview

- 1 – How did you feel about sharing your ideas in a group?
- 2 – How did you feel about sharing your ideas by yourself in front of other people?
- 3 – What did you think of Conscience Alley? Why?
[Did Conscience Alley encourage you to talk more?]
- 4 – What else could you use Conscience Alley for? Why?
- 5 – How could we change the lesson to make it better? Why?

Appendix 5 – Blank Entrance and Exit Cards used for AfL

Entrance and Exit Cards for Assessment for Learning

(1 = Entrance & 2 = Exit)

1					
How do you feel about sharing your ideas with a small group?					
How do you feel about sharing your ideas with the class?					
How well do you think you listen to others?					

2					
How do you feel about sharing your ideas with a small group?					
How do you feel about sharing your ideas with the class?					
How well do you think you listen to others?					

Appendix 6 – Teacher ARC Lesson 1

Lesson 1
[Teacher]

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 27/03/18

Digwyddiad critigol (Ffocws)/Critical incident (focus): Lesson 1 [Teacher]

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Overall I think the children had good ideas and most discussed this well with the other children.
Cofio a Deall/ Remember and Understand Allwch chi restru'r sgweddau a y profiad dygu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dygu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	+ Most children contributed ideas well to the discussion. Snowballing went well but I think whole team chat lost ideas/voices of some. - Conscience alley - children started to shout & argue etc which made it hard for judge to listen & make decision.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadu'r un fath i sicrhau dygu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bryncaf? "What was the cause of the most important disappointing element?"	• Powerpoint was effective tool and children engaged with it well. • Entrance & exit cards children were honest but need to explain questions more thorough. • Scaffolded conscience alley.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'r afael nesaf? "What will you do next?"	• Possibly break conscience alley into two smaller groups. • Explain entrance/exit card questions. • Jump in & question each teams ideas to help them develop further. • Speak with RF (observer) to compare ideas to build on for tomorrow.
Y profiad newydd / Transformed experience	

Appendix 7 – Observer ARC Lesson 1

Lesson 1 – observer

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 27/03/2018

Digwyddiad critigol (Focus)/Critical Incident (focus): Lesson 1

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Everything went to plan but the quality of oracy ~~st~~ was difficult to observe during Conscience Alley
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	① Think, pair, share to recap story allowed everyone to review. ② post-its available allowed ss to write down ideas to use as prompts in Conscience alley ① instructions were unclear for "Snowballing" ② Conscience Alley behaviour - lots of shouting & pushing - children voted for own teams - hard to observe focus children.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	① final vote - all children were able to give a reason for choice ① Step by step instructions and a concept check
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	discuss thoughts with partner and tweak lesson for tomorrow. ② a social target such as "everyone must be respectful" - children only speak when "Judge" is next to them - split conscience alley into two and teacher monitors one while observer monitors other which focus children are part of.
Y profiad newydd / Transformed experience	

Appendix 8 - Interview One's Responses

Lucy Neale & Rachel Fisher - Group 4

Questions for Interview

1 - How did you feel about sharing your ideas in a group?

- 1 - happy because thought our ideas were good-desperate to share ideas
- 2 - half and half
- 3 - happy if I share with someone they might share with me.

2 - How did you feel about sharing your ideas by yourself in front of other people?

- 1 - good with the paper in front of me and I closed my eyes
- 2 - not that good.
- 3 - bit good and a little bit nervous that people might laugh at my ideas.

3 - What did you think of Conscience Alley? Why?

- 1 - didn't like it - shouting in my face, gave me a headache
- 2 - everyone was choosing their own teams
- 3 - it was loud

[Did Conscience Alley encourage you to talk more?]

All 'no' / 3 - you can take other people's ideas.

then 1 - yeh I felt I had to talk back I said everything on the sheet so

4 - What else could you use Conscience Alley for? Why?

- 1 - electricity & batteries - which lasts longer. (made up new excuses)
- 2 - no
- 3 - fire vs water

5 - How could we change the lesson to make it better? Why?

- 3 - one team share ideas at a time - not speaking at all the same time
- 1 - put hands up to speak - improve alley - I didn't understand the LNF & NOD - won't be as much noise
- 2 - a video to show Goldilocks in Jail

Appendix 9 – Observational Notes Lesson 1

Observation Schedule and Level Descriptors – Lucy Neale & Rachel Fisher – Group 4

-: below year level descriptor O: meeting year level descriptor +: above year level descriptor

Introduction of Lesson – 'Morfo'									
	Child 1			Child 2			Child 3		
	-	O	+	-	O	+	-	O	+
Physical: confidence & body language		✓				✓		✓	
Linguistic: vocabulary, grammar & structure			✓		✓			✓	
Cognitive: content & reasoning		✓		✓			✓		
Social: work with others, listening & responding		✓				✓		✓	
Comments: 3 - not full sentences - self corrects grammatical mistake - his/her 1 - uses connectives to extend sentences. - Slouched but focused 2 - listens well to partner - responds by confirming.									

Part 1 of Lesson – 'Snowballing'									
	Child 1			Child 2			Child 3		
	-	O	+	-	O	+	-	O	+
Physical: confidence & body language			✓		✓				✓
Linguistic: vocabulary, grammar & structure			✓	✓				✓	
Cognitive: content & reasoning		✓		✓				✓	
Social: work with others, listening & responding		✓			✓				✓
Comments: 2 - not quite in the group - dips in and out - repeating others' ideas 1 - leading conversation - choosing to write ideas down - developing a idea 3 - speaking with great enthusiasm - goes off topic, - makes errors with prepositions of place.									

Observation Schedule and Level Descriptors – Lucy Neale & Rachel Fisher – Group 4

Part 2 of Lesson – 'Conscience Alley'									
	Child 1			Child 2			Child 3		
	-	0	+	-	0	+	-	0	+
Physical: confidence & body language			✓		✓				✓
Linguistic: vocabulary, grammar & structure			✓			✓		✓	
Cognitive: content & reasoning			✓		✓				✓
Social: work with others, listening & responding			✓	✓					✓
Comments: 1 - one - Uses post-it note as prompt. - point and reason waited for judge to be close before speaking 2 - nervous going down aisle. - gives firm answers with two reasons. 3 - 2 reasons for point - Stilted speech but nerves - responding to peer opposite.									

Voting "bear post-its"

	P	L	C	S
C1	+	+	+	+
C2	+	+	0	0
C3	+	+	+	0

- opener, connective, hypothetical speech extension answer.
- Strong ^{topic} vocabulary Shelter, survive.
- refers to social mores.

- every child is able to give a reason for their decision - reasons are varied & extended.

Appendix 10 – Observational Notes Lesson 2

Observation Schedule and Level Descriptors – Lucy Neale & Rachel Fisher – Group 4

-: below year level descriptor O: meeting year level descriptor +: above year level descriptor

Introduction of Lesson – 'Morfo'									
	Child 1			Child 2			Child 3		
	-	O	+	-	O	+	-	O	+
Physical: confidence & body language		✓	✓		✓				✓
Linguistic: vocabulary, grammar & structure		✓			✓				
Cognitive: content & reasoning		✓				✓			
Social: work with others, listening & responding		✓			✓				
Comments: 1- sat upright, good listening, v. quiet - listened to others - slow to accept ideas - didn't challenge. 2- engaged, good listening, takes turns well. clear spoken - good level of english 3- sat well, explaining to partner, clear, standard english Good listening & eye contact good talking back and forth throughout									

Part 1 of Lesson – 'Snowballing'									
	Child 1			Child 2			Child 3		
	-	O	+	-	O	+	-	O	+
Physical: confidence & body language		✓	✓			✓			✓
Linguistic: vocabulary, grammar & structure		✓			✓				✓
Cognitive: content & reasoning		✓			✓				✓
Social: work with others, listening & responding	✓		✓		✓				✓
Comments: 2- confident - good body language ① quiet, not on topic chat, interrupting - extending responses 3- organising ideas, questioned ideas of others, managed ideas of others.									

Observation Schedule and Level Descriptors – Lucy Neale & Rachel Fisher – Group 4

Part 2 of Lesson – 'Conscience Alley'									
	Child 1			Child 2			Child 3		
	-	0	+	-	0	+	-	0	+
Physical: confidence & body language	✓					✓			✓
Linguistic: vocabulary, grammar & structure		✓				✓			✓
Cognitive: content & reasoning		✓		✓		✓			✓
Social: work with others, listening & responding		✓				✓			✓
Comments: 1- quiet / not confident / unsure - grew more confident 2- loud / clear / explained ideas / argued well with others but ideas were basic 3- use of language + connectives etc. clear longer reasoning was in depth. easily challenged the others - proved point - explained.									

needed prompt
unsure when
couldn't argue
with others

Plenary – 'Post-it Note Vote'									
	Child 1			Child 2			Child 3		
	-	0	+	-	0	+	-	0	+
Physical: confidence & body language		✓				✓			✓
Linguistic: vocabulary, grammar & structure		✓		✓			✓		
Cognitive: content & reasoning		✓		✓					
Social: work with others, listening & responding		✓		✓					✓
Comments: 1- quiet, clear, slight mix up with sentence structure but had good ideas. 2- short sentence, clear spoke clearly & confidently. Good listening. (interrupting when in group) 3- wrong use of words 'might have got' clear ideas presented them well. didn't extend much further when questioned.									

Appendix 11 – Observer ARC Lesson 2

Model Beirniad Wedi Adfyfyrrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 28/03/18

Digwyddiad critigol (Focus)/Critical incident (focus): Lesson 2
Observer

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghyd y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	The lesson went very well. The activities flowed and children were given the opportunity to build their ideas.
Cofio a Deall/ Remember and Understand <i>Alwch chi restru'r aспектиau a'r profiad dygus a oeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pw effennau o'r profiad dygus oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	- Conscience alley → split into two groups worked well judges were able to listen to ideas. - explanation before entry/ cards worked well - key questions on cards.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n codi'r un fath i sicrhau dygus ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr effen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	- Conscience alley in smaller groups - The explanation - Slightly longer session helped with the flow and quality of ideas allowing children to discuss for longer.
Casgliadau a chreu gweithredo/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materion siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'r afael nesaf?</i> <i>"What will you do next?"</i>	- Ensure the session is same length (at least 1 hour) which will allow children time to question each other. - Break alley into smaller groups - greater quality of questioning and explaining.
Y profiad newydd / Transformed experience	

Appendix 12 – Teacher ARC Lesson 2

Lesson 2 – teacher

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 28/03/18

Digwyddiad critigol (Focus)/Critical incident (focus): lesson 2.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ymgylich y profiad? "What are your feelings regarding the experience?"	it went well and I was particularly impressed by how the children listened and responded to each other appropriately in the conscience alley set-up
Cofio a Deall/ Remember and Understand Allwch chi restru'r ogweddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	- having two simultaneous conscience alleys worked well = less noise. = more listening = easier to observe. - the time given for Conscience alley was enough for everyone to have a turn at being the judge but children began to become less
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n codu'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	- only talking when Judge + walking up down near them = controlled behaviour - others able to listen & respond. - some children began to use persuasive techniques to make judge listen to them such as contrasting openers & rhetorical questions without prompt from teacher. - focused towards the end.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych chi mynd i'w wneud nesaf? "What will you do next?"	- include "evidence" to prompt further discussion - include hot-seating? - have one group at a time on Conscience alley - team labels & jackets for judges allowed less confident children to "take on" a role. - one as audience to peer assess.
Y profiad newydd / Transformed experience	

Appendix 13 – Interview Two's Responses

Lucy Neale & Rachel Fisher – Group 4

Questions for Interview

1 – How did you feel about sharing your ideas in a group?

- 1- happy really - ^{agreed with 3} because I got everyone's opinions off
- 3- I liked it because I don't speak much. worked well as a group.
- People who don't normally talk
- 2- good / happy - people who don't normally talk joined in.

2 – How did you feel about sharing your ideas by yourself in front of other people?

- 2- nervous
- 3- although I'm confident I'm not
- 1- I wanted to say it quietly. I didn't feel comfortable I would.

It was fun discussing ideas.

3 – What did you think of Conscience Alley? Why?

- 2- fun because we kept 'but' back and forth. That was fun. fun arguing - like a drama.
- 1- fun listening to other people's ideas
- 3- I think it was good. It was nice to hear everyone discussing. you get ideas. That's what I thought it was. I thought it was a change from other films.
- 1- I think it was good. It was nice to hear everyone discussing. you get ideas. That's what I thought it was. I thought it was a change from other films.

[Did Conscience Alley encourage you to talk more?]

- 3- I don't think I liked it. - didn't like big groups
- 2- because shy. liked sharing ideas as they did in small
- 1-

4 – What else could you use Conscience Alley for? Why?

- 1- in a new class, go in the alley to talk and get to know ideas. swap partners in alley.
- 3- really hard maths problem - others explaining how they did it.
- 2- Welsh - go in lines and say name - sheet up & down. "Yes - but I did it"

5 – How could we change the lesson to make it better? Why?

- 2- change the title - film.
- 3- something harder, more difficult - more challenge.
- 1- more harder.
- split into two challenges so you can choose harder/easier
- 2- stealing / something - different decisions.

Appendix 14 – Entrance and Exit Card Results Lesson 1 (1 = Entrance, 2 = Exit)

2					
How do you feel about sharing your ideas with a small group?					
How do you feel about sharing your ideas with the class?					
How well do you think you listen to others?					

1					
How do you feel about sharing your ideas with a small group?					
How do you feel about sharing your ideas with the class?					
How well do you think you listen to others?					

Appendix 15 - Entrance and Exit Card Results Lesson 2 (1 = Entrance, 2 = Exit)

1					
How do you feel about sharing your ideas with a small group?					
How do you feel about sharing your ideas with the class?					
How well do you think you listen to others?					

2					
How do you feel about sharing your ideas with a small group?					
How do you feel about sharing your ideas with the class?					
How well do you think you listen to others?					