

Appendix A- Observation Schedule

Observation Schedule

Name of observer..... Lesson..... Date.....

Level	Engagement (Tick if observed)	Child 1: Age:	Child 2: Age:	Child 3: Age:
1	Extremely low			
2	Low			
3	Moderate			
4	High			
5	Extremely high			
Other Comments/ observations:				

Observation Schedule

Level	Engagement	Criteria
1	Extremely low	• Low energy and seems absent • Stare into space or looking to see what others are doing • Activity is repetitive and passive (learnt behaviour)
2	Low	• Activity frequently interrupted • Engage in activity for some of the time • Moments of non-activity (staring into space/distracted by what is going on around them)
3	Moderate	• Activity is mainly continuous • Busy with activity at routine level (few signs of real engagement) • Some progress through task but not much energy • Low concentration
4	High	• Continuous activity with intense moments (bursts of energy) • Not easily distracted
5	Extremely high	• Intense activity throughout • Always engaged • Creative, energetic and persistent at all times

Appendix B – Lesson 1 Observation

Observation Schedule – Lesson 1

Level	Engagement (Tick if observed)	Child 1a: Age: 6	Child 2a: Age: 5	Child 3a: Age: 6
1	Extremely low			
2	Low		✓	
3	Moderate			✓
4	High			
5	Extremely high	✓		
Other Comments/ observations:		- Continuous engagement when answering questions - Always has hand up first to answer questions - Always provides strong eye contact with teacher - Leads the discussion when working in talk partners - Listens well to other pupils' answers during feedback - Only one to offer her opinion when a difficult question was posed	- Distracted by the cushion/feeling the bumps with hands - Turned cushion over to sit on other side twice throughout the lesson - More focused on features of the slides rather than content e.g. Announced to group the slide title 'But...' was written in bubble writing - Showing engagement with slides but also signs of distraction - Expressing his opinion about something teacher had said to pupil next to him while the teacher still talking - Able to recall a song from a previous internet safety lesson to help him make a decision about what he	- A lot of movement on the cushion while still listening - Shows interest when discussing with talk partner - Eager to show/tell opinions - Playing with bumps on cushion with hands but still showing signs of listening - Slightly distracted by cushion - Distracted/low engagement when doing talk partners as lesson went on - Lost concentration towards end of lesson but movement on the cushion seemed to bring engagement back as was

Observation Schedule – Lesson 1

			should do in a certain situation • Some engagement when answering questions but very little • Low engagement/vacant during talk partners • Distracts others during lesson • Offered answer to a question posed by the teacher but went off on tangent about his mother buying him a magazine after school	able to answer questions at the end
--	--	--	---	-------------------------------------

Name of observer: Annie-Louise Merchant

Lesson: Internet Safety

Date: 20.02.2019

Appendix C- Lesson 2 Observation

Observation Schedule

Name of observer: Dafydd Davies

Lesson: Internet Safety

Date: 21.02.2019



Level	Engagement (Tick if observed)	Child 1b	Child 2b	Child 3c
1	Extremely low			
2	Low		✓	✓
3	Moderate			
4	High	✓		
5	Extremely high			
Other Comments/ observations:		• Lots of eye contact towards the teacher • Turned cushion over to smoother side • Seemingly always engaged • Moments where she loses concentration • Eager to answer questions • Sits still compared to the rest of the class • Constant engagement • Answers always link to the questions • Turned cushion over to spikey side • Always offers answers to questions	• Sits still initially • Started rocking side to side as lesson went on • Constantly staring • Low energy • Seemingly listening but few signs of engagement • Regularly feeling the cushion with hands • Doesn't offer answer to questions • When performing action to give answer to question, looks to see what others do first • Sitting on the edge of the chair not on the cushion at the end of the lesson • Sat back on cushion • Doesn't put hand up to answer questions	• Constantly moving on the cushion • Standing up and sitting down often • Eager to answer questions • When answering questions tends to ramble taking a very long time to get to the point • Rocking all the way forward • Head between knees • Feeling cushion with hand throughout • Constantly shouting out • Needs to be asked to sit on her bottom regularly • Tends to dominate lesson • Standing up and sitting down constantly in latter stages • Feet off the floor and moving when sitting • Crouching down on the floor



Appendix D- Interview Preamble

Interview Preamble

Let's have a chat about the lesson we have just had. Before we start, we just want you to know that this is not a test and there are no right or wrong answers to any of the questions. It is really important that you tell us the truth because it will really help me to be a better teacher and to make lessons better. If you do not want to answer any questions you do not have to but it would be really helpful to me if you did.

Appendix E- Interview Questions

Interview Questions

1. What did you think of the lesson we have just had?
2. How did you feel about using the cushions in the lesson today?
(Show wobble cushion).
3. Are there things you did not like about using the cushions?
4. What did you like most about the cushions in the lesson?
5. Do you think sitting on these cushions has changed how well you could concentrate? *(Show wobble cushion).*
6. How did the cushion change your concentration? *(Give emoji scale).*
7. Tomorrow, Miss Merchant will be doing this lesson with her class. Is there anything we could change to make the lesson better?

Appendix F – Emoji Scale



Appendix G- Lesson 1 Interview Answers

Question	Child 1a	Child 2a	Child 3a
1. What did you think of the lesson we just had?	Liked talking about internet safety. It teaches you not to be nasty back to people.	Good lesson. Exciting. Liked the cushions because they were bouncy	Good lesson. Liked being asked questions. Liked talk partners.
2. How did you feel about using the cushions in the lesson today? (Visual aid- show wobble cushion)	Liked both sides of the cushion. Enjoyed being able to bounce and move. Cushions felt good.	The cushions were wobble. Liked sitting on both sides.	Did not like the bumpy/spikey side and preferred the smooth side.
3. Are there things that you did not like about using the cushions?	Loved the cushions, nothing she didn't like.	A little bit uncomfortable. Did not like the smooth side.	Spikey side was getting on his nerves, did not like the feeling.
4. What did you like most about using the cushions?	Liked both sides. Allowed her to use little bounces on it.	Liked the pointy side.	Smooth side was comfortable. Liked being able to move around.
5. Do you think that sitting on these cushions has changed how well you could concentrate? (Visual aid- show wobble cushion)	Felt concentration was worse. Spikey side was getting on her nerves and distracting her.	Felt he could concentrate better. Cushion felt nice so helped him concentrate. Was tired at start of lesson but felt more awake when using it.	Made concentration worse.
6. How did the wobble cushion change your concentration? (Visual aid- Emoji scale for concentration)	Could concentrate whole time	Could concentrate whole time	Couldn't concentrate at all
7. Tomorrow, Miss Merchant will be doing this lesson with her class, is there anything we could change to make the lesson better?	Spikey side was uncomfortable, don't use that side. Nothing to add about the lesson itself.	Children should sit on the spikey side. Middle part of lesson was a little boring- too much writing on the screen, teacher talking too much. Add more pictures to the slides.	Should sit on the smooth side as spikey side is uncomfortable/hurts. Could not understand the writing on the screen. There were a lot of big words which were tricky to read.

Appendix H – Lesson 2 Interview Answers

Question	Child 1b	Child 2b	Child 3b
What did you think of the lesson we just had?	Fun Liked the cushions	AMAZING! Loved the cushions Felt all warm	Good Liked the SMART slide
How did you feel about using the cushions in the lesson? (show wobble cushion)	Felt wobbly Comfier Amazing	Super comfy and soft Better than a school chair	Squishy and soft Felt good
What didn't you like about using the wobble cushions?	Preferred both sides	Liked both sides	Nothing I didn't like
What did you like the most about using the wobble cushions?	Everything	Everything	Liked the soft side the most
Do you think sitting on these cushions has helped you to concentrate more?	Concentrate the same	Concentrate more/same	Concentrate more
How did it change your concentration? More/less/no change?	More	Middle	More
Visual aid			
If I was going to do this lesson with another class, is there anything we can change to make my lesson better?	Keep it the same	Keep it the same	Keep it the same

Appendix I- Reflective Pro Forma

Reflective Stage	
Description <i>What happened during the lesson?</i>	
Feelings <i>What did you think and feel about the lesson?</i>	
Evaluation <i>What went well?</i> <i>What did not go so well?</i> <i>What is the most important aspect of today's session to address?</i>	
Analysis <i>What sense can you make about this experience?</i> <i>What caused any disruptions or off-task behaviour?</i>	
Links to Theory <i>What literature supports this?</i> <i>What literature critiques this?</i>	
Conclusion <i>What else could you have done?</i>	
Action Plan <i>What will you do differently next time?</i> <i>How can you adapt the organisation of the learning environment to improve engagement?</i>	

Appendix J – Lesson 1 Reflection

Reflective Stage	
Description <i>What happened during the lesson?</i>	The lesson involved working with a group of 6 pupils from rec/year 1 class of varied ability and levels of engagement in the ICT suite in school. Each of the pupils sat on wobble cushions for the duration of the lesson to see if this improved engagement. I delivered a powerpoint presentation about internet safety and posed questions throughout the session to get the pupils to talk in partners and think deeper about the questions before sharing them. I also gave the pupils opportunity to recall information from a previous internet safety lesson.
Feelings <i>What did you think and feel about the lesson?</i>	I think the lesson went well overall. The group of children seemed to engage well for the most part of the lesson and all answered questions when asked. As the lesson went on, I noticed some children were starting to get a bit more distracted especially during periods where I was talking for periods of longer than a couple of minutes at a time and also when there were large amounts of text on the screen. I felt confident in my control and management of the lesson throughout.
Evaluation <i>What went well?</i> <i>What did not go so well?</i> <i>What is the most important aspect of today's session to address?</i>	As the lesson took place in the ICT suite and was out of the usual classroom environment there were less distractions from the pupils' peers coming up to talk to me or the pupils or the pupils in my group getting distracted by noises or seeing their friends playing around them. The group was mostly well-engaged and seemed to enjoy getting opportunities to talk in their partners about questions which were posed to them. Was able use questioning effectively as an opportunity for AfL throughout. When I was talking for more than a few minutes at a time I could see the pupils started to lose their focus and start playing with each other, looking around the room, fiddling with their clothes or staring into space. I also noticed that the children lost focus when there was a lot of text on a slide. Many of the group are not able to read or can only read a little and so lose interest when there is lots of writing on-screen. Only one AfL strategy used in the session. Changing the powerpoint to have less text and more pictures which will enflame the pupils' thinking is most important because when they say a page full of text with one small picture this seemed to immediately put them off and start to get distracted and lose focus.
Analysis <i>What sense can you make about this experience?</i> <i>What caused any disruptions or off-task behaviour?</i>	It seemed to me that the subject -matter was an engaging topic for the pupils and it excited them. However, the lesson needs refining to ensure the delivery maintains the focus of the children. The wobble cushions seemed to help some children engage but for others seemed to serve as a source of distraction. The causes of the disruptions or off-task behaviour were: • Teacher talking too long • Too much text on-screen

	• Sitting on the wobble cushions (for some) • The pupils had never seen wobble cushions beforehand and spent the first few minutes distracted by what they were and why we had them
Links to Theory <i>What literature supports this?</i> <i>What literature critiques this?</i>	Black and Wiliam (1998) state that learning should be interactive in order for effective learning to take place. Making the text on-screen less and more child-friendly correlates with what Inceçay (2010) said about teachers needing to be aware of the importance of appropriate use of language in the classroom with younger learners. It is important to give acclimation time for students prior to data collection as demonstrated by Umeda and Deitz (2011) who gave a week-long period of climatization to wobble cushions before data collection. Although the wobble cushions seemed to help the engagement levels of pupils, Rahman et al (2018) stated that although relationships between engagement and alternative seating is suggested, current research is insufficient.
Conclusion <i>What else could you have done?</i>	I could have given time at the start of the lesson for the pupils to explore the cushions, have a feel of them, decide which side of the cushion they think they would prefer to sit on before starting the lesson. This would allow the pupils some time to “climatize” to the cushions and not be completely distracted by their novelty. I could have altered the powerpoint to include more pictures as stimuli for discussion instead of a page of text which immediately caused some to lose focus. Keep the teacher talk time to a more limited amount of time and involve the children more throughout.
Action Plan <i>What will you do differently next time?</i> <i>How can you adapt the organisation of the learning environment to improve engagement?</i>	I will adapt the powerpoint to include the changes I have discussed previously. I will keep teacher talk time shorter and more concise allowing pupils to discuss more around the point. I will ensure there is “climatization” time at the beginning of the lesson to improve focus when the lesson actually begins. I will include a plenary which will give me opportunity to use other AfL strategies to assess understanding. Could turn the lights off in the classroom to give the pupils a main focus which is the screen.

Appendix K – Lesson 2 Reflection

Reflective Stage	
Description <i>What happened during the lesson?</i>	The lesson involved working with a group 6 pupils from a year 1 class which had varied ability and levels of engagement. The lesson was based in the ICT suite within the school at their usual ICT time. I had chosen my focused children based on their level of engagement e.g. high, middle and low. Each of the pupils involved sat on a wobble cushion for the whole lesson to see if the cushions helped to improve their engagement. A PowerPoint was delivered based on internet safety and cyber bullying. Questioning strategies were used throughout the sessions to encourage the children to think for themselves and share answers with peers. We sang a song learnt from the previous internet safety lesson to help us remember how to make good decisions when using the internet. Deeper thinking was required at the end of the lesson when Child 1 played teacher and asked the class questions based on what they had learned in the lesson e.g. what does trust mean?
Feelings <i>What did you think and feel about the lesson?</i>	I think the children met the lesson objective, however, there was quite a lot of low-level disruption from the children and staff using the photocopier throughout the lesson. The children were involved in the lesson, but the same children answered questions unless chosen by myself. At the beginning of the lesson the children seemed fully engaged, exploring the cushion and listening to instructions. As the lesson went on a few of the children seemed eager to share their answers aloud and had to be reminded to put their hands up as only one person should speak at a time. I felt I had to be firmer towards the end of the lesson, stopping the lesson to explain the rules of the cushions and how they need to put their hands up for answers as child 3 was getting over excited and shouting out continuously.
Evaluation <i>What went well?</i>	As the lesson took place in the ICT suite, the children were familiar with the setting and were used to having ICT on a Thursday. As the lesson didn't include the whole class, there was less distractions from other children who would usually interrupt. The children were more engaged because they weren't aware of what was happening in class and were excited to be a part of lesson involving wobble cushions. The group met the lesson objective and were able to re-tell the aims of the lesson when questioned by Child 1 who was (acting teacher). The children enjoyed the lesson and couldn't think of any improvements that could be made to future lessons. I was able to assess the children's understanding using questioning and other strategies and had the opportunity to use AFL throughout. The improvement of little text on the PowerPoint and more discussion had a positive impact as most of the children can't read confidently but could get involved in the discussion.
<i>What did not go so well?</i>	As the lesson progressed, a couple of the children but specifically child 3 were showing signs of distractions, looking at others and playing with the cushions. Child 3 in particular was standing up and moving around whilst rearranging her cushion. 3/6 children aren't able to read confidently so the writing on the screen was more of a reminder for me to discuss certain questions/points rather than for their benefit. Due to the mixed ability

<i>What is the most important aspect of today's session to address?</i>	grouping, the two higher ability children dominated the answers of the questions and I had to nominate other children to keep them involved. Changing the PowerPoint had a huge impact on the children's involvement as less text meant they had more time to discuss and share ideas. This also meant that I was able to speak less and they were able to lead the lessons discussion. This helped to regain their focus and encourage them to engage with the lesson as they knew they had to be able to answer questions. A plenary allowed us to assess their childrens' learning from the lesson and to observe if they had understood the key message from it.
Analysis <i>What sense can you make about this experience?</i> <i>What caused any disruptions or off-task behaviour?</i>	It was clear that the chosen subject was an engaging topic for the children and from verbal feedback it was clear that they enjoyed it. The lesson needs some adjustments to deliver a more effective lesson and to help minimise any minor disruptions. The wobble cushions seemed to help some children to engage and focus more throughout the duration of the lesson but for some the effects wore off quite quickly. The causes for disruption were: • Sitting on the wobble cushions (for some children) • The lesson being focused a bit too long. (45 mins) Often the children work for half an hour then go off have a small break and come back. • Child 3 is a very busy and energetic child so did cause some of the other children to become distracted within her conversation.
Links to Theory <i>What literature supports this?</i> <i>What literature critiques this?</i>	Krombach (2016) – "alternative seating will help the children to engage while the instrument is unfamiliar" Burgoyne and Ketcham (2015) – "effective sensory processing is vital to the learning process" Coates (2005) – not necessarily just stimulation, students also need to co-operate and involve themselves with activities to engage effectively. Umeda and Deitz (2011) – wobble cushions didn't reveal substantial changes in sitting or task-related behaviour during their studies.
Conclusion <i>What else could you have done?</i>	To develop this lesson further I would group the children according to their ability as I feel during my lesson the higher ability children dominated the answers and wanted to share their knowledge, but the less able children had to be asked to take part and share their answers.

Action Plan <i>What will you do differently next time?</i>	I will group the children into ability groups, so they are working against children their own levels and will feel more confident to share ideas. I would also use wobble cushions in lessons beforehand, so the children are used to using them. Even though we gave the children time to explore the cushions and climatize to them I still felt it was a novelty to them as they hadn't explored using them before. I think if we had piloted the use of wobble cushions beforehand we would've had better engagement and less distractions.
<i>How can you adapt the organisation of the learning environment to improve engagement?</i>	If I was to do the same lesson in the future, I would communicate with all school staff reminding them that a research lesson was taking place in the infant ICT suite and to inform them that it is out of bounds until the lesson has finished. This is important as during my lesson many members of staff came in to use the photocopier which caused the children to become focused on that rather than listening and engaging with the lesson.

Appendix J – Consent Letter



Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of planning, teaching and evaluating one lesson so that he/she can develop specific strategies to improve their own teaching. As part of this, student-teachers will be observing the children's responses and asking some pupils their views on parts of the lesson. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'C Morgan'.

Catherine Morgan
Module lead – The Enquiring Teacher

As Parent/Guardian of..... (pupil name), I do / do not give
consent (please delete) for my child to take part in this project.

Signed.....(Parent/Guardian).

Date.....