

Appendix 1 – KS2 Lesson 1 – Observation Schedule

Observing key stage 2

3 pupils. One from each ability group.
2 boys, 1 girl.

Teacher: Mrs Forrester.

Subject: Literacy.

Introduction

- Video on "A Brief History of How Plastic Has Changed Our World".
- Shrink wrap shown. Tin beans & Screen.
- Pupils 1, 2 and 3 listening & engaged.
- Pupil 3 = "Can you not get it in cardboard then?"
↳ Engaged in introduction. Responding by questioning.
- Pupil 1 = Varying in focus / engagement levels.
- Pupil 3 = linked to war. very engaged.
- Pupil 2 = Silent but eyes on teacher.
- Pupil 1 = continuing to vary on focus levels. Not always focused on video.
- pupils 2 & 3 = constant focus on video.
- Questioning after video → pupil 3 hands up.
- Explained task → Be researchers. Find out about plastic. Paper resources or iPad. 20 mins on each resource.
- pupils 1 & 2 = iPads First.
- Pupil 3 = Paper resource First.

Task 1

- pupil 2 = On website straight away. Helping pupil beside access.
- pupil 1 = On website. Took time. Asked for link.
- pupil 3 = appears to be disengaged with paper resource.

A

- Pupil 3 - are they able to fully access the resource?
- Pupil 1 - "That's pretty cool isn't it?" → shows pupil article.
- Pupil 1 = writing facts. Engaged.
- Pupil 3 & 2 = writing facts.
- Pupil 1 = asked another pupil what to put in resource box.
- Some pupils able to access videos. → Pupil 2 watched.
- Pupil 1 = beginning to loose focus. Regained.
- Pupil 2 = engaged with iPad. Asking questions to teacher.
- Pupil 3 = engaged.
- Pupil 2 = verbalised a fact they found to me. Pupil 1 showed interest.
- Pupil 2 = got called out 10 mins into activity.
- Pupil 3 = distracted by other pupils on table. Loosing focus on task.
- Pupil 3 - hands up. suggested we can use metal straws.
- Pupil 1 = verbalised fact to teacher.
- Pupil 3 = off task. Talking to peers. Teacher showed where to look.
- Pupil 1 = quiet. Accessing articles. On task. 4 facts using iPad.

- Task 2** Pupils 2 + 1 = paper. Pupil 3 = iPad.
- Pupils given 1 min to finish sentence.
 - Pupil 3 - accessed video. Verbalised fact to another pupil.
 - Pupil 1 - initially showed disinterest in task. Then accessed resource.
 - Pupil 3 = very quickly began to write facts down from video.
 - Pupil 2 = returned to class. Initially seemed disinterested in task. Sat by different pupils.
 - Pupil 1 = began to write down facts.
 - Pupil 3 = showed interest in iPad. More engaged.
 - Pupil 1 = at times appears unfocused.

- pupil 2 = writing down facts.
- pupil 3 = verbalises facts with pupil & teacher. More on task.
- pupil 1 = quiet.
- pupil 2 = on task.
- pupil 1 = distracted and looking around the classroom.
- pupil 3 = showing peer facts. Discussing happily.
- pupil 1 = off task. 10 mins left of paper.
- pupil 2 = on task. 7 mins left.
- pupil 3 = engaged.
- pupil 1 = reminded to concentrate. 6 mins left.
- pupil 1 = talking. Distracted. 5 mins left.
- pupil 2 = continuing to write down tasks. "oh my god, I did not know that" said pupil 3.
- pupil 2 = focused & quiet.
- pupil 1 = talking with another pupil - Not about task.
black and white paper resource?
- pupil 3 = verbalised fact to ~~pey~~ teacher. suggested bamboo toothbrush. Discussion with pupil.
- pupil 2 = verbalising fact with another pupil. Discussion.
- pupil 1 = appears to read other pupils facts. Appears to be disinterested.
- pupil 3 = question teacher.

Task 3

- Post it notes.
- write down fascinating fact.
- pupil 2 & 3 = instantly written down fact.
- pupil 1 = no fact. Disinterested. Eventually did.
- pupil 3 = hands up. No response. On game during discussion.
- pupil 1 & 2 = Focused.
- pupil 3 = question.
- pupil 3 = hands up..

Appendix 2 – KS2 Lesson 1 - Focus Group Interview

Focus Group Questions

1. How did you feel the lesson went?/Did you enjoy the lesson?

Yes

2. Which resource did you prefer using? Why?

N - iPad - iPad first (b+w).
M - iPad - paper first (b+w)
J - paper (coloured) - iPad first

3. What did you not like about the other resource?

N - more about what we can do.
J - click to one from other
M - paper gave more about how we can
4. Which resource helped you complete the task?
No iPad complete it more help.
J - paper.

half
+
half -
iPad
on your
own.

5. Is there anything else you would like to add?

more website choice (bunch of sites)
- I give selection
more depth in the paper because (it longer)
I had found a variety.

Maggie - really helpful.

J - coco-cola iPad
N - plastic bags China - iPad
M - read the whole article - coop

KS2

Focus Group Questions

1. How did you feel the lesson went?/Did you enjoy the lesson?
yes. All.

2. Which resource did you prefer using? Why?
N=ipad. Find more not limited.
J= Paper- Loads of interesting coloured paper. iPad
M= iPad. Paper first. Black & white paper. iPad
could search up more on other paper.

3. What did you not like about the other resource?
N=ipad. Stumped with paper
J= Paper.
M= iPad.
Freedom of not sharing iPad.

4. Which resource helped you complete the task?
M= Liked 1/2 & 1/2.
N= 1/2 & 1/2 → Paper way to exercise way.

5. Is there anything else you would like to add?
→ pupils stated that explanation on task could be more
→ N= More website choice - teacher provide more selection
N= Liked more facts on what we could do for environment. (Paper).
J= Liked iPad. Liked you could click from 1 another.
M= Liked paper → find more on what we could do to change.
M= bunch of websites. more variety.
J= same. Agreed with N.
N= All things put back I mapped
More depth in paper resource.
Good like phone a friend

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N= I - back, Attends likes doing things in proper figure.
M= kept flipping on side to side.
→ suggested mapping half way through.
J= I have article. paper- co'op.
N= large countries banning plastic bags. = upad
M= paper, read way through. Online is more concise.

Appendix 3 – KS2 Lesson 1 – Gibbs Reflective Cycle

	KS2 - Lesson 1
Description – What happened?	Pupils were research the effects of plastic on the environment and the changes they could make to help reduce plastic waste. Pupils spent 20 minutes research on either the internet via iPad or by using printed paper resources. After 20 minutes the pupil swapped the resource that they were using and continued to research the topic. At the end of the lesson all pupils wrote a fact on a post it notes, and these were shared with the class allowing pupils to magpie ideas if they hadn't completed their fact file table.
Feelings – what were you thinking and feeling?	It was observed that pupils enjoyed the task. The pupils using iPads appeared to engage quickly and, on the whole, stayed on task. The pupils using paper resources took slightly longer to engage with the task and were quite easily distracted. The paper resources didn't appear to interest the pupils as much as the iPad information.
Evaluation – what was good and bad about the experience?	It is believed that the lesson was a successful one. Children appeared to find facts more quickly when using the iPad and appeared to enjoy clicking from one link to the next. It was felt that the effectiveness of the iPads was greatly due to the fact that the pupils could use them independently. I don't believe that the pupils would have found them so beneficial if they had had to share an iPad. There was a surprisingly positive reaction to the use of the paper resources however the pupils were more easily distracted. It is presumed that this is because the paper resource is not interactive and doesn't encourage the same level of independence as the iPad. Some children however were slightly over faced by the choice of resources on the iPad and needed guidance on where to start but once they gained confidence, they enjoyed the process and gathered many facts.
Analysis – what sense can you make of the situation?	Independent learning & scaffolding – Bruner Constructivist – Vygotsky Pupils benefit and enjoy learning independently (using the iPads on their own) but require scaffolding on which to base their learning.
Conclusion – what else could you have done?	Was 20 minutes optimum time to use a resource. Did the fact the lesson was split in half and a timer was set aid concentration levels. Did providing the website for the online research and printing out exact articles allow pupils to learn more efficiently than if they had been given free reign of the internet and a library.
Action plan – if it arose again what would you do?	To try and hold pupil's attention when using paper resources, I would make sure they were printed in colour and maybe have them a bit more tactile and interactive eg. Not all on a4 paper maybe books, leaflets etc. To allow pupils to be more independent on the iPads I would give them a larger variety of websites with which they could explore.

Appendix 4 – Foundation Phase Lesson 2 – Observation Schedule

observing Foundation Phase

3 pupils, 1 from each ability group.

2 boys and 1 girl

Teacher: Miss Williams

Subject: Literacy

Introduction

- whole class on the carpet watching the video.
- Pupil 3 transfixed right at the front.
- As are pupils 1+2.
- Pupil 2 a little distracted by "Madagascar"
- Sitting super smart pupil 1 reacts straight away.
- at start of watching second time Pupil 2 dances to the music and shows off to his friends.
- paused to question - none of the observed children offered answers.
- observed child 2 not facing the right way when questioning.
- Pupil 1 answer to what is good about the houses on the ocean - they are good because they are on the sea.
- Neither 2 or 3 offer answers to video question.
- When video plays again all children focus.
- As soon as the video stopped
 - Pupil 2 - in the sea
 - Pupil 3 - in the sea
 - Pupil 1 - in the jungle

} where would you like to live.

why do we need house - no obs child offered answer

Are they similar to our houses?

Protect

Houses.

What is different to our houses?

- Sheds - (one child lives in a log cabin)
- leaves so more similar)

Mrs Dunlop pointed out that there was a limited number of children who offered up answers. As identified by my obs too.

Child 3 very keen to get to the table and listened.

Pupil 1 quite distracted at table.

Pupil 2 quite distracted at table even while the book was being read.

Books were harder to maintain childrens attention.

Pupil 3 most engaged of all 3.

Pupil 2 least engaged.

Looking at the sheet Pupil 2 engaged in the pictures.

Pupil 1 interested in book but not questioned

Pupil 3 The house - found it in the "jungle"

Pupil 1 went to the loo.

Back on the carpet.

Pupil 3 - no idea what igloo made of
- hand up for all 3.

All pupils knew the japan typical house

Pupil 2 not looking at power point.

Pupil 1 didn't know what a villa
was. Pupil 3 did. Pupil 2 wasn't

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concentrator
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Appendix 5 – Foundation Phase Lesson 2 - Focus Group Interview

Foundation phase

Focus Group Questions

1. How did you feel the lesson went?/Did you enjoy the lesson?

yes.

spoke more

E: Focus.

Engaged.

L: Distracted

A: Focused / distracted

2. Which resource did you prefer using? Why? Book or video.

Story - E. & L. → L: liked pictures → Remember
Video - E. & A. → A: had lots of facts. → Remember
E: lots of voices → Remember
pictures → Remember

3. What did you not like about the other resource?

E: book. Not really sure. Not interesting.
L: video. can't remember video ex book Remember
pictures in video. Remembers video
A: Not sure. can't remember book. Remembers video

4. Which resource helped you complete the task? which did you learn from more

E: video.

L: Book.

A: Video.

5. Is there anything else you would like to add?

A: ~~Enjoys reading.~~ Not sure. Agrees with lego.
wants a game.

L: don't know. enjoyed.

E: lego house, in planning.

Focus Group Questions

1. How did you feel the lesson went?/Did you enjoy the lesson?

Yes

2. Which resource did you prefer using? Why? Book / video .

- Pupil 1 (E) - Video
- Pupil 2 (A) - Video
- Pupil 3 (L) - book.

3. What did you not like about the other resource?

- Pupil 1 (E) - pictures in the book
Pupil 2 (A) - people in the video
Pupil 3 (L) - types of houses.

4. Which resource helped you complete the task?/which did you learn more from?

- Pupil 1 (E) - video
- Pupil 2 (A) - video
- Pupil 3 (L) - book

5. Is there anything else you would like to add?

- Pupil 2 (A) - running to find the right house.
Pupil 1 (E) - drawing.

Appendix 6 – Foundation Phase Lesson 2 - Gibbs Reflective Cycle

	Foundation Phase - Lesson 2
Description – What happened?	As a whole class, pupils were shown a video about different houses and homes around the world. They were shown it twice and the second time it was paused to allow time for questioning and discussion. The pupils then moved to their tables (class split into three ability groups) and an adult read either a non-fiction or fiction book on houses and homes as selected by the group. The pupils were questioned and had group discussions as the book was being read. The pupils came back to the carpet and were shown pictures on a PowerPoint which required them to recap their learning from the lesson.
Feelings – what were you thinking and feeling?	It was observed that all children enjoyed watching the video and on the whole were engaged with the task. As is common with this age group a few pupils were fidgety and a little distracted. When at the tables it was observed that the lower ability group really enjoyed the interaction with the book and worked well in the small group. The middle and higher ability groups appeared to be less engaged. When questioned at the end of the lesson all pupils had gained some knowledge but had varying engagement levels.
Evaluation – what was good and bad about the experience?	The pupils ages and ability to read greatly effected how the resources, required for the research, could be used. It was felt that the lesson could have been more successful if the pupils had been able to have more independence. However independence, technology and reading at this age often requires a lot of adult intervention and the researchers were concerned that they then wouldn't be able to observe the required behaviours.
Analysis – what sense can you make of the situation?	Independent learning & scaffolding – Bruner Constructivist – Vygotsky Donaldson – successful futures Pupils required more interaction and to be more actively involved in the lesson.
Conclusion – what else could you have done?	Was the more negative reaction to the book, by MA and HA pupil as result of already sitting and watching the video – would their views have been different if they had done the two activities the other way around Timing and layout of lessons may affect the interest in an individual task.
Action plan – if it arose again what would you do?	The topic provided a difficult base in which to study the learners use of resources. It would be interesting to use traditional resources, a book first and then follow with a digital resource to see if this was more beneficial to the pupils

Appendix 7 – Foundation Phase Lesson 2 – Lesson Plan

Date	27 th January 2020
Student–teacher	Robynne Williams
Class	Year 1
AoLE or Subject	Knowledge and Understanding of the World
Lesson focus	Different Houses Around the World
Meaningful Links to curriculum	<u>Oracy- listening</u> - Listen to others, with growing attention, usually responding appropriately. - Answer ‘who?’, ‘what?’, ‘when?’, ‘where?’ ‘how?’ and open-ended questions relating to own experiences, stories or events. - Show understanding of what they have heard by asking questions to find out more information. <u>Oracy—collaboration and discussion</u> - Contribute to conversations and respond to others, taking turns when prompted. - Take part in activities with others and talk about what they are doing. <u>Oracy- speaking</u> - Express and opinion on familiar subjects. - Speak audibly, conveying meaning to listeners beyond their friendship group.
Four Core Purposes	C.A.L. 2: I can share what I know in different ways in English or Welsh. E.I.C. 4: I know about the world around me and its history. E.I.C. 5: I respect and enjoy the way all people are different.
Meaningful Links to cross curricular responsibilities	
Personal Targets (Linked to QTS, identified in weekly review)	
Learning Objectives (WALT)	- Identify the different features of homes around the World. - Understand what makes different homes suitable for different climates. - Identify any differences or similarities between our homes.
Success Criteria (WILF)	
Assessment of Pupils’ Learning	

Time		Activities/ Methodology/Key Concepts	Pupil Tasks	Assessment for Learning	Resources
Opening Phase – Engage		- “Today boys and girls, we will be looking at different houses and homes around the World”. - Pupils will be shown a PowerPoint, which introduces them to different traditional homes around the world. Pupils will be shown pictures on the PowerPoint of different traditional homes, and guess which country they think it comes from. - “Can we notice any similarities or differences, between these houses and the ones we see in Wales?”- ask this question after each picture. - Explain to pupils that they will be working together as a group, to discover more about houses and homes around the world. They will work together as a group, to answer a set of questions on a worksheet. - Explain to pupils that they will be using both iPads and books to collect information, and that the resources will be swapped halfway through. - Pupils will be asked to show thumbs up, thumbs down to illicit understanding.	Respond to questions .	Pupil questioning . Thumbs up, thumbs down	PowerPoint,
Teaching & Core Learning – Challenge		<u>Supported by H.K.</u> - Pupils will be supported by the class teacher. - Pupils will begin by using paper resources, to gather information. - Pupils will be read a book. Once the book has been read, pupils will be asked a selection of questions upon a worksheet. - Ensure that each pupil provides an answer, to at least one of the questions. Please make note of the pupils who are answering more often/not answering at all. - The worksheet will be completed together as a group. The pupils are not required to write their answers, but are required to verbalise them. Ensure that each pupil provides an answer. - Pupils will then use iPads, to gather information. - Inform the pupils that they will be watching a video twice. After the second time, they will be required to answer a selection of questions. - Pupils will watch a video (link on the side). Pupils are able to watch the video twice.	Listen to book Answer questions - noting common similarities and differences Watch video	Respond to questions	https://www.teachertube.com/videos/little-human-planet-homes-around-the-world-386131 Worksheet 1 Worksheet 2

		- Pupils will then be asked a selection of questions upon a worksheet. - Ensure that each pupil provides an answer, to at least one of the questions. Please make note of the pupils who are answering more often/not answering at all. - The worksheet will be completed together as a group. The pupils are not required to write their answers, but are required to verbalise them. Ensure that each pupil provides an answer.			
	Beech	<u>Supported by R.W.</u> - Pupils will be supported by the student teacher. - Pupils will begin by using iPads, to gather information. - Pupils will then use iPads, to gather information. - Inform the pupils that they will be watching a video twice. After the second time, they will be required to answer a selection of questions. - Pupils will watch a video (link on the side). Pupils are able to watch the video twice. - Pupils will then be asked a selection of questions upon a worksheet. - Ensure that each pupil provides an answer, to at least one of the questions. Please make note of the pupils who are answering more often/not answering at all. - The worksheet will be completed together as a group. The pupils are not required to write their answers, but are required to verbalise them. Ensure that each pupil provides an answer. - Pupils will then use paper resources, to gather information. - Pupils will be read a book. Once the book has been read, pupils will be asked a selection of questions upon a worksheet. - Ensure that each pupil provides an answer, to at least one of the questions. Please make note of the pupils who are answering more often/not answering at all. - The worksheet will be completed together as a group. The pupils are not required to write their answers, but are required to verbalise them. Ensure that each pupil provides an answer.	Listen to book Answer questions - noting common similarities and differences Watch video	Respond to questions	https://www.teachertube.com/videos/little-human-planet-homes-around-the-world-386131 Worksheet 1 Worksheet 2
	Willow	<u>Supported by C.D.</u> - Pupils will be supported by the class teacher.	Listen to book	Pupil questioning	https://www.teachertube.com/videos/little-human-planet-homes-around-the-world-386131

		- Pupils will begin by using paper resources, to gather information. - Pupils will be read a book. Once the book has been read, pupils will be asked a selection of questions upon a worksheet. - Ensure that each pupil provides an answer, to at least one of the questions. Please make note of the pupils who are answering more often/not answering at all. - The worksheet will be completed together as a group. The pupils are not required to write their answers, but are required to verbalise them. Ensure that each pupil provides an answer. - Pupils will then use iPads, to gather information. - Inform the pupils that they will be watching a video twice. After the second time, they will be required to answer a selection of questions. - Pupils will watch a video (link on the side). Pupils are able to watch the video twice. - Pupils will then be asked a selection of questions upon a worksheet. - Ensure that each pupil provides an answer, to at least one of the questions. Please make note of the pupils who are answering more often/not answering at all. - The worksheet will be completed together as a group. The pupils are not required to write their answers, but are required to verbalise them. Ensure that each pupil provides an answer.	Answer questions - noting common similarities and differences Watch video		ube.com/videos/little-human-planet-homes-around-the-world-386131 Worksheet 1 Worksheet 2
Plenary – Progression		- Pupils will be brought back to the carpet. - Pupils will participate in a whole class quiz. - Questions will be shown upon the PowerPoint. Pupils will be asked to put their hands up/down, to vote on the answer they think is correct.	Participate in quiz.	Pupil questioning.	PowerPoint.

Appendix 8 – KS2 Lesson 2 – Lesson Plan

Date	27.01.20
Student-teacher	Mrs Forester
Class	Year 6
AoLE or Subject	Literacy
Lesson focus	Research into plastic and
Meaningful Links to curriculum	Explanation of why something happens
Four Core Purposes	EIC 1– I decide what I think using research and thinking about what it means to me. EIC 6 – I want to do my bit to save the environment.
Meaningful Links to cross curricular responsibilities	DCF
Personal Targets (Linked to QTS, identified in weekly review)	Incidental welsh & classroom management
Learning Objectives (WALT)	WALT: use different resources to research the impact of plastic and the changes that we can make to reduce the amount of plastic we use
Success Criteria (WILF)	Find information about
Assessment of Pupils' Learning	Ability to find facts within the text

Evaluation of the Learning Experience (include references from the QTS)

Evaluation of Pupils Learning	
Evidence of Learning (including attitude to learning)	The class took engaged in the introduction and video on the increased use of plastic since WW2. Resources were put out on the central tables and ipads handed to those on the outer tables. They children were given 20 minutes to use the resource to research before swapping. Nearly all of the children with ipads engaged quickly with the information and enjoyed exploring the links and selecting the resources that they were going to use. The children with paper recourse were more varied in their engagement with the resource. Around half set about reading straight way. A few scanned for information and a few needed guidance to select a resource as they were slightly over faced by the choice of resources. When the class swapped, I found that many of those that came from using the iPads struggled to engage with the paper resources. However, those that went to iPads were on task straight away.
Next Steps for Progress	As an introduction to lessons the iPad could be used for a pupil to find out a fact about something which is then shared amongst the class. The children found it easier and quicker to locate the key facts from the iPads than they did from the paper resources. They were also able to click on links that took them to more information, so the depth of knowledge after using the iPad appeared to be greater.
Reflective analysis of teaching and strategies for development – including justification/rationale for pedagogical choices	
Evidence of my reflective practice	I was surprised by their engagement with the iPads as a resource. I didn't expect them to be so beneficial to their learning. By splitting the class in half it allowed every child to use the iPad on their own so they were free to research what they liked. I don't think the lesson would have been so effective if the whole class had worked on iPads in pairs. As the children wouldn't have had the freedom to explore their interests.
Areas for my development Personal targets for progress	I must remember the efficiency of using the iPads to research. There weren't any technical issues. I believe that the childrens learning was better from the iPads and the resource was much quicker for me to create, it also didn't require printing. Something I hadn't considered is the cost of the printing of paper resources. To make them engaging they need to be in colour and coloured resources are expensive and black and white resources are uninspiring.

Time	Activities/ Methodology/Key Concepts		Pupil Tasks	Assessment for Learning	Resources
Opening Phase - Engage	Looking at rationing got me thinking about how different our shopping habits are today and the amount of waste we produce. Here's a video on how things have changed. https://www.youtube.com/watch?v=jQdBag_p6kE You are all going to be waste detectives and hunt out the facts Does anyone know any plastic or waste facts? Research plastic facts from ICT (newsround) https://www.bbc.co.uk/cbbc/search?q=plastic or paper resources (newspaper clippings) 20mins with each type of resource, work in pairs to hunt out the fact.		Engage in questioning	Prior knowledge	Laptop Interactive white board
	Teaching & Core Learning - Challenge	Lower	10 facts		Questioning Live marking Sheet Resources i-Pad
		Middle	12 facts		Questioning Live marking Sheet Resources i-Pad
		Higher	14 facts		Questioning Live marking Sheet Resources i-Pad
Plenary - Progression	Post it note, something you've learnt Anyone that hasn't completed their fact file can "magpie" the ideas to help them complete the fact file.			Post it notes	Post it notes