

APPENDIX 1 – Blank copy of the observation form used in both lesson studies.

Observation Child 1

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	- Child displays little or no interaction with peer - Child seems absent, and displays no energy - Child stares into space, or looks around to see what others are doing (negative body language)		
2 – low	- Child displays minimal verbal interaction with peer - Child engaged for some of the time - Moments of non-activity, distraction or staring into space		
3 – moderate	- Fairly routine level of engagement with activity, few signs of real involvement - Child doesn't display much energy or emotion - Child is easily distracted		
4 – high	- Intense moments of engagement seen - Child displays positive body language - Child is not easily distracted		
5 – extremely high	- Child shows continuous and intense engagement - Child is concentrated, creative and energetic - Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		

Observation Child 2

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	- Child displays little or no interaction with peer - Child seems absent, and displays no energy - Child stares into space, or looks around to see what others are doing (negative body language)		
2 – low	- Child displays minimal verbal interaction with peer - Child engaged for some of the time - Moments of non-activity, distraction or staring into space		
3 – moderate	- Fairly routine level of engagement with activity, few signs of real involvement - Child doesn't display much energy or emotion - Child is easily distracted		
4 – high	- Intense moments of engagement seen - Child displays positive body language - Child is not easily distracted		
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5 – extremely high	- Child shows continuous and intense engagement - Child is concentrated, creative and energetic - Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		

- Extremely low
 - child displays extremely negative body language – e.g. crosses arms, avoids eye contact, looks sad, frightened or angry etc
 - child doesn't participate / displays negative verbal behaviours
- Low
 - Child displays negative body language – e.g. closed posture, negative facial expression and actions
 - Child displays minimal engagement with the activity / peer assessment
- Moderate
 - Child displays a neutral posture and facial expression
 - Child engages with peer assessment but at a routine level
- High
 - Child displays positive body language e.g. open posture, eyes are bright and focused
 - Child displays mostly consistent and enthusiastic engagement with the activity / peer assessment
- Extremely high
 - Child displays extremely positive facial expressions and open body language e.g. smiling, laughing, and is obviously relaxed
 - Child expresses self-confidence and self-assurance in relation to the activity / peer assessment

Focus Group Interview Questions:

The purpose of this interview is to find out what you thought of using a particular way of giving and receiving feedback on your work with your friends – in this case what we call a “feedback sandwich”, [show the group the picture of the feedback sandwich] which is giving a positive piece of feedback followed by a constructive comment followed by another positive, and how you felt about it and its impact(?) on your learning. You don’t have to take part, but what you say would be really useful to us to help us find better ways of helping you use peer-feedback in lessons. We don’t mind what you think – positive or negative, so please don’t worry at all – what you say is not right or wrong, we’d just like your opinions, so please say what you really think. It’s not a test! Feel free to ask us questions too.

1. What did you think of today’s session?
2. How did you feel about using the feedback sandwich? – what did you like about it? What did you dislike about it?
3. How does using this type of feedback help you with your learning?
4. Miss X is going to teach this lesson with her class tomorrow, what could you change about using the feedback sandwich?
5. Is there anything else you’d like to say?

APPENDIX 3 – Blank copy of the reflections form. A copy of this was completed by both researchers after each lesson study

Reflections pro-forma

Date: 21/02/19

Lesson:

Experience	
SELF <i>Description – what happened?</i> <i>Feelings – what were you thinking and feeling?</i> <i>Evaluation – what was good and bad about the experience?</i> <i>Analysis – what sense can you make of the situation?</i> <i>Conclusion – what else could you have done?</i> <i>Action Plan – If you taught the lesson again, what would you do?</i>	
STUDENTS <i>Focus group session feedback reflections.</i> <i>Any common themes raised?</i>	
COLLEAGUES <i>Are the reflections of your research partner similar or different to your own?</i>	
LITERATURE <i>What does the literature say?</i> <i>Does it back up or go against your reflections?</i>	

APPENDIX 4 – Lesson Plan (Lesson Study 1)

1B

Session Plan – Key Stage 2

Name of trainee:	Session ref:	Research Enquiry Lesson	
Personal target(s) in relation to QTS:			
Year group: 3	No. of learners: 30	ALN: The children will be partnered in order to scaffold learning. The children will have a choice of whether to use the pre-printed spoon or to draw their own.	
Additional Adults: The LSA will be supporting learners in the challenge zone. The class teacher will be supporting learners in the classroom.			
Learning objective(s): We are learning about cultural diversity in Wales		Success criteria: I can design a Welsh love spoon using symbols which have different meanings	
Links to previous learning: The children have started to use peer feedback earlier in the week.			
Curriculum coverage (range, skills) Aspects of cultural diversity in Wales			
Literacy (LNF) Use a range of information sources to generate products		Numeracy (LNF)	
DCF	Thinking - Determine success criteria and give some justification for choice - Form considered opinions and make informed decisions - Begin to link outcomes against success criteria	ESDGC	YCC
Key vocabulary (English/Welsh): Feedback – positive/negative Feedback sandwich Wales – culture, heritage, history, rugby, daffodils, mountains, Symbols, meanings, interpretations, designs.			

Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities
15 mins	Introduction • Introduce lesson – today we are going to be learning about Welsh love spoons and their different meanings, and then designing our own. We are also going to be building on something we were learning to do when we were playing board games on Monday. Who can remember how you decided on what points to give your teammates? (Hopefully the answer will be “we had to think how well they had described the emotion” or similar.) → you were giving your teammates something called feedback. • We are also going to be listening really hard to our partner’s answer and thinking about how they could make it even better. What sort of things should we be listening out for? Think back to when we were playing the emotions board game.... • You’ll be giving your partner two pieces of positive feedback, and one piece of negative feedback, in the form of a “sandwich.” [Show a picture of the ‘feedback sandwich.]. I’ll be choosing some children (the target children) to share their feedback sandwich with the class. • What does Wales mean to you? Think, Pair, Share. • Ask target children (x, y and z) what they thought of their partner’s answer. Can they give them one good point, one bad point, and another good point to help them? [PRACTICE FEEDBACK SANDWICH – DON’T ASSESS ON THIS]. • Look at different love spoon designs on the powerpoint on screen. Introduce the different symbols. Ask the children what they might mean. E.g. “what do you think a dragon might mean?” • Think, Pair, Share ideas for what they would put on their own love spoon design • Ask target children (x, y and z) what they thought of their partner’s design idea. Can they give them one positive point, one negative point, and another positive point to help them? [OBSERVATION 1] • Discuss success criteria for the designs – fill the spoon, imaginative designs, colour it in... etc. • Set the children off to design their own love spoons, using the symbols discussed. (Have sheets of symbols on tables to help.)	Success criteria – clear voice, full sentences, relevant language / answering the question. Write their answers on the whiteboard. Write success criteria for love spoon designs on the whiteboard.
35 mins	Main activities • Children will design their own love spoons, either drawing their own spoon first, or using the template. • Stop the children half way through. Look at your partner’s design, what could they do to make it even better? Think back to our success criteria. Give each other one positive, one negative, and another positive piece of feedback. [OBSERVATION 2].	
10 mins	Plenary • At end of session, stop children and share with them any completed work / best work. Share with class what makes their work good • Ask children to look at their partner’s work again and use another feedback sandwich. Is there anything they can do to make it even better again? [OBSERVATION 3] • Give out ‘exit tickets’ and ask all children in group to fill one in if they want to. No names on them, so it’ll be anonymous what they write.	After lesson, after active break, take 3 target children to independent zone for a ‘focus group’ interview, for max 20 mins. Children will then be returned to class.

APPENDIX 5 – Observation Form (Lesson Study 1)

Observation Child 1

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	- Child displays little or no interaction with peer - Child seems absent, and displays no energy - Child stares into space, or looks around to see what others are doing (negative body language)		1. C1 distracted, giggly, fidgeting. Gave a suggestion but high-pitched distracted tone. Physically migrated off the carpet whilst other children gave their feedback. 2. Happy to listen to compliments, physically leaning forward for this part of the feedback. Wanted to rush on to partner's feedback after the constructive feedback section. Perfunctory feedback to partner but followed the structure using illustrative pointing. 3.
2 – low	- Child displays minimal verbal interaction with peer - Child engaged for some of the time (3) - Moments of non-activity (3), distraction (3) (1) or staring into space	3. 1.	
3 – moderate	- Fairly routine level of engagement with activity (1), few signs of real involvement - Child doesn't display much energy or emotion - Child is easily distracted (2)		
4 – high	- Intense moments of engagement seen (2) - Child displays positive body language - Child is not easily distracted	2.	
5 – extremely high	- Child shows continuous and intense engagement - Child is concentrated, creative and energetic - Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		

Observation child 2

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	- Child displays little or no interaction with peer - Child seems absent, and displays no energy - Child stares into space, or looks around to see what others are doing (negative body language)		1. Fidgeting, happy to share ideas and with prompting added some improvement ideas. Worked well with partner but more collective feedback on a joint idea. 2. Happy to exchange ideas with partner (under direction). Fidgety but focused, clear verbal communication. Illustrative pointing and idea development. 3. Physical distancing from critical feedback. Leaning forward to feedback to partner but partner distracted – engagement not reciprocated.
2 – low	- Child displays minimal verbal interaction with peer - Child engaged for some of the time - Moments of non-activity, distraction or staring into space		
3 – moderate	- Fairly routine level of engagement with activity, few signs of real involvement (3) - Child doesn't display much energy or emotion - Child is easily distracted (1)	3. 1.	
4 – high	- Intense moments of engagement seen (1) (2) - Child displays positive body language (2) - Child is not easily distracted (2)	2.	
5 – extremely high	- Child shows continuous and intense engagement - Child is concentrated, creative and energetic - Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		

Observation child 3

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	- Child displays little or no interaction with peer (Without guidance) (2) - Child seems absent (from the feedback task), and displays no energy (1) - Child stares into space, or looks around to see what others are doing (negative body language) (1)	3. 2.	1. Physically in the corner, shrugging, distracted. Minimal engagement with partner. With guidance began to think of ideas and there was some engagement with partner. 2. Very focused on wanting to continue work, minimal verbal communication with partner. 3. Little to no feedback interaction.
2 – low	- Child displays minimal verbal interaction with peer (With guidance) - Child engaged for some of the time - Moments of non-activity, distraction or staring into space	1.	
3 – moderate	- Fairly routine level of engagement with activity, few signs of real involvement - Child doesn't display much energy or emotion - Child is easily distracted		
4 – high	- Intense moments of engagement seen - Child displays positive body language - Child is not easily distracted		
5 – extremely high	- Child shows continuous and intense engagement - Child is concentrated, creative and energetic - Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		

Lesson Study 1 – Interview transcript

Key: R1= Researcher 1; R2 = Researcher 2; C1 = Child 1; C2 = Child 2; C3 = Child 3.

(Interview took place in a study nook in the corridor outside the classroom.)

R1: First of all, have a little think in your heads to start off with, um, what did you think of today's session and using that feedback sandwich? What did you think of today's lesson.

Interruption from another child

R1: (Directs the interrupting child to the class teacher).

R1: So C1, what did you think of today's lesson?

C1: Um...excited?

R1: You were excited? Why were you excited?

C1: Because I like drawing and colouring.

R1: Yeah? I like drawing too. So you were excited about doing some drawing. C2, what did you think of today's lesson?

C2: Um, I really liked it, because you can like colour and drawn and I really like to colour and draw so it makes me get better at my drawing.

R1: Nice, so it's good for you to practice. Lovely, lovely, ok C3, what did you think about today's lesson?

C3: Fun.

R1: It was fun? Awesome, good, I like it when we have a fun lesson. Did you feel like you were learning?

C3: Yeah.

R1: Good. Um, and then how did you feel about using the feedback sandwich? So thinking in your heads for a second, what did you like about using that feedback sandwich and what did you dislike about using that feedback sandwich?

children given 30 secs of thinking time

R1: We'll start with C2 this time, what did you think about, what did you feel about using that feedback sandwich, what did you like about it?

C2: Um, I like that it, um, helps us to like think of what things we can um do while we're doin' our love spoons?

R1: Yeah, anything else you liked about it? Anything that you didn't like about it?

C2: No.

R1: Anything you found hard or easy about it?

C2:

R1: Ok, what about you C1, what did you like about using the feedback sandwich?

C1: I liked the way we could have the choice of where we could just copy it or use one that's already been drawn.

R1: Ah, so you're talking about the spoons, but what did you think of using this sort of feedback with your thinking partner, how did you feel about using that?

C1: Ok?

R1: Just ok? Anything else?

C1: No.

R1: No? Ok. What about you C3?

C3: That'd made things easier.

R1: Pardon?

C3: That it made things easier.

R1: This makes things easier does it, our feedback sandwich makes things easier. Why does it make things easier?

C3: Um, dunno.

R1: Not sure? That's ok. Anything that you didn't like about using it?

C3: No.

R1: No? Okie dokey. Um....

C2: Good question.

R1: ...so, oh! Thanks C2. So R2 is going to teach this lesson, with this feedback sandwich, to her class later today. What might you change about using the feedback sandwich? So, have a think for a minute, what might you change about using the feedback sandwich? Is there anything that R2 can do a bit differently to make there lesson even better?

C1: Mmm...no.

R1: What do you think C2?

C2: I don't know.

R1: Not sure. Anything she could do differently? Remember there's no right or wrong answers, just your opinions. If you think it was absolutely dreadful, and you don't think it was a very good thing to use in a lesson, tell us, co's that's gonna help us. But if you think that was really useful and that...

C3: It was useful.

R1: Yeah? It was useful?

R1: C1, anything else? No? So how about, how many time we used that feedback sandwich in the lesson? Because we used it about 4 times, I think?

C2: No

C1: No

R1: That's ok. Umm, then...aand, last question. Is there anything else that you would like to say, any other comments at all on the lesson, on the feedback sandwich. Anything at all, have a think for a minute.

C2: No idea.

C1: No.

R1: No? Anything to add C1? C2? C3?

C3: To make it a little bit harder.

R1: To make it a little bit harder?

C1: C'mon C3!

R1: How d'you want to make it a little bit harder? What d'you want to make a little bit harder?

C3: No idea

R1: No worries, that's super-douper!

APPENDIX 7: Exit ticket data (Lesson Study 1)

LS1		Number of slips	Comments			
Number of Stars	5	8	Because it was fun	because it makes your friends happy and you can tell them how they can improve	because it was ese bese (<i>easy peasy?</i>)	because I enjoyed it
	4					
	3					
	2					
	1					

Reflections pro-forma

Date: 21/02/19

Lesson: Design a Lovespoon

Experience	
SELF <i>Description – what happened?</i> <i>Feelings – what were you thinking and feeling?</i> <i>Evaluation – what was good and bad about the experience?</i> <i>Analysis – what sense can you make of the situation?</i> <i>Conclusion – what else could you have done?</i> <i>Action Plan – If you taught the lesson again, what would you do?</i>	The lesson objective was to design a love spoon. The feedback sandwich was introduced as peer assessment tool for the children to use to compliment and support each other (in pairs). The first feedback session was to feedback on a verbal idea. The children showed low engagement. The feedback sandwich was a new concept to the children but had been proceeded by an intro to the concept of feedback earlier in the week. There was a positive response to the visual stimulus of a picture of sandwich which was used to help introduce the idea of a feedback sandwich. The engagement with the feedback sandwich wasn't initially very positive, however during the 2nd use of the strategy all of the children observed were more engaged. Could this be due to reflection being on a written task, because it was the 2nd time the strategy was being use or both? Could repeated use of the physical stimulus have helped this further? The 3rd time the strategy was used there was drop in engagement with it. Why might this be – possibly over use of the feedback sandwich? What impact did the use of the feedback sandwich have overall? Some of the children were observed to change or add things to their work as a result of feedback comments from their partner. One way to improve engagement with this peer assessment strategy would be to use the success criteria as a model/guide to help the children focus on what aspects of the work their peer might be able to improve. This strategy is a peer support mechanism aimed at guiding the children to reflect on each other's work independently. It still needs, however, an MKO to foster and develop the skills needed to be able to use the strategy.
STUDENTS <i>Focus group session feedback reflections.</i> <i>Any common themes raised?</i>	The students showed a positive response to the feedback but did not elaborate much on why. One student showed confusion about one of the questions asked and talked about the activity not the feedback. One student outlined that they thought it was useful because it could allow them to develop their ideas – they had identified why feedback is often used. It is an odd concept for children to give teachers improvement feedback. Possibly the confusing was due to not understanding the question/know what was meant by it. There wasn't much discussion or collaboration between the children during the interview. Possibly this was due to the unfamiliarity of a lesson study interview. Might also be linked to the use of the phrase "think to yourself" – a strategy used in the classroom to get the children to take some thinking time before discussing ideas with peers/volunteering answers.

COLLEAGUES <i>Are the reflections of your research partner similar or different to your own?</i>	They also reflected on aspects related to the individual focus children, including the impact of C3's partner, the expected levels of engagement versus the actual engagement. The same for articulation of ideas. Suggested that peer assessment needs more modelling and that this strategy might be better for using with older children. Would it have been better to swap the partners for each feedback session?
LITERATURE <i>What does the literature say? Does it back up or go against your reflections?</i>	

[illegible]

APPENDIX 10: Lesson Plan (Lesson Study 2). Edited Lesson Plan (following Lesson Study 1)

Canolfan Addysg Athrawon De-Orllewin Cymru  The South West Wales Centre of Teacher Education		1B	
Session Plan – Key Stage 2			
Name of trainee: Elizabeth Alexander		Session ref: Ls210219	
Personal target(s) in relation to QTS:			
Year group: 3	No. of learners: 29	ALN: 2	
Additional Adults:	1 - Julia		
Learning objective(s): To write a rhyming couplet		Success criteria: (To be written on a Whiteboard). - Your poem must have only 2 lines. - Your 2-line poem MUST rhyme. - It must be about Wales or being Welsh.	
Links to previous learning:			
Curriculum coverage (range, skills)			
<i>Literacy(LNF)</i> - To write for different purposes and readers choosing words for variety and interest. - To use a basic structure for writing. - To use adjectives to expand simple sentences and phrases.		<i>Numeracy (LNF)</i>	
<i>DCF</i>	<i>Thinking</i> - How can I improve this sentence? - Can I think of a word to rhyme with this one?	<i>ESDGC</i>	<i>YCC</i>
Key vocabulary(English/Welsh): Feedback sandwich; Rhyming couplet; adjectives; rhyme; poetry; positive feedback; constructive feedback;			
Time	Session activities, organisation and management	Key questions & Assessment for Learning opportunities	
	Introduction Whole class teaching - Introduce the lesson objective. Explain that we are trying a new feedback system – a feedback sandwich. Outline what a feedback sandwich is. We are going to be a writing a rhyming couplet, a two line poem, where the last word of each line rhymes. To start us off, we're going to have a go at coming up with some rhymes. Whiteboard + Pens. Using the list on the board: come up with a rhyme for each. (Done by 13:35).	Call and response for feedback sandwich + steps Visual modelling Call and response for 'Rhyming couplet'	
	Main activity Read a few examples. Can they have a go at finishing the example couplet? Feedback sandwich. Children read out examples. Now can they have a go at writing their own rhyming couplet about Wales/something Welsh. Feedback sandwich. Read out examples	Peer Assessment Reading out of examples	
	Plenary Exit tickets		

APPENDIX 11: Observation Form (Lesson Study 2)

Child 1

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	• Child displays little or no interaction with peer • Child seems absent, and displays no energy • Child stares into space, or looks around to see what others are doing (negative body language)		Obs 1: child displayed no interaction with the peer assessment technique as her partner had wandered off to talk to someone else, so she had no chance for conversation. Obs 2: Both children look at each other's work but neither is really involved with the peer assessment and neither gets much out of it. Child is easily distracted by what others are doing around her. Obs 3: no interaction with the feedback sandwich. Didn't do it of their own accord. Both children more interested in completing the work.
2 – low	• Child displays minimal verbal interaction with peer • Child engaged for some of the time • Moments of non-activity, distraction or staring into space		
3 – moderate	• Fairly routine level of engagement with activity, few signs of real involvement • Child doesn't display much energy or emotion • Child is easily distracted		
4 – high	• Intense moments of engagement seen • Child displays positive body language • Child is not easily distracted		
5 – extremely high	• Child shows continuous and intense engagement • Child is concentrated, creative and energetic • Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		

Child 2

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	• Child displays little or no interaction with peer • Child seems absent, and displays no energy • Child stares into space, or looks around to see what others are doing (negative body language)		Obs 1: child found the assessment strategy tricky the first time. Limited interaction with peer. Obs 2: Both children distracted by writing a rhyming couplet on their whiteboard – they were both engaged with this, but not by the peer assessment. Obs 3: Neither child engaged with the peer assessment strategy at all, and simply carried on with their work.
2 – low	• Child displays minimal verbal interaction with peer • Child engaged for some of the time • Moments of non-activity, distraction or staring into space		
3 – moderate	• Fairly routine level of engagement with activity, few signs of real involvement • Child doesn't display much energy or emotion • Child is easily distracted		
4 – high	• Intense moments of engagement seen • Child displays positive body language • Child is not easily distracted		
5 – extremely high	• Child shows continuous and intense engagement • Child is concentrated, creative and energetic • Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		

Child 3

Involvement Level	Indicators	[tick]	Notes
1 – extremely low	• Child displays little or no interaction with peer • Child seems absent, and displays no energy • Child stares into space, or looks around to see what others are doing (negative body language)		Obs 1: No interaction with peer, not working together.
2 – low	• Child displays minimal verbal interaction with peer • Child engaged for some of the time • Moments of non-activity, distraction or staring into space		Obs 2: C3 was leaning forward, waiting to speak to their peers – they wanted to get involved. In a group of 3, so the 2 others simply turned and carried out the feedback sandwich between themselves, not including C3. When they did give C3 feedback, C3 wasn't looking and was distracted.
3 – moderate	• Fairly routine level of engagement with activity, few signs of real involvement • Child doesn't display much energy or emotion • Child is easily distracted		
4 – high	• Intense moments of engagement seen • Child displays positive body language • Child is not easily distracted		
5 – extremely high	• Child shows continuous and intense engagement • Child is concentrated, creative and energetic • Child expresses self-confidence and self-assurance in relation to the activity / peer assessment		Obs 3: no interaction with peer assessment. Carried on with their work.

APPENDIX 12: Interview transcript (Lesson study 2).

Lesson study 2 – focus group interview notes

Key: C1 = Child 1; C2 = Child 2; C3 = Child 3; C4 = Child 4.

An additional child was included in the interview as a positive step in their own wellbeing and social development.

1. What did you think of today's session?
C3 – "good, useful."
C4 – "ok, 4 stars, hard working doing the feedback sandwich."
C1 – "3 stars, a bit complicated."
C2 – "Good, because it was useful."
2. How did you feel about using the feedback sandwich? – what did you like about it? What did you dislike about it?
C3 – "Good because it could help you."
C4 – "How hard it was. Fun what they sounded like, hard to write the poem and make it rhyme."
C1 – "Made it a bit easier, the sandwich. Rhyming is hard."
C2 – no comment
3. How does using this type of feedback help you with your learning?
C1 – "Not sure what you mean."
4. Miss X is going to teach this lesson with her class tomorrow, what could you change about using the feedback sandwich?
C1 – "Use examples. It was a bit different having a new teacher. A bit nice."
C4 – "A bit scary having a new teacher."
5. Is there anything else you'd like to say?
No child had anything else they wanted to say.

APPENDIX 13: Exit ticket data (Lesson Study 2)

LS2		Number of slips	Comments				
Number of Stars	5	10	I liked it because I learnt something new	I liked it because it was fun.	I liked it to be a 5	Because it was fun and I like rhymes	[What] I liked about this lesson was learning about rhyming
	4	2					
	3	8	I thought it was fun and helpful				
	2	3					
	1	1					



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,

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.....

