

Date: 4/2/2020

Observer: R. Queen

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Mathematics - Hencpter Challenge - Students follow instructions to create their own 'hencpters' to test out down the school stairway. Students decide on their hencpters dimensions in order to try and maximise fall time.

- One hencpter per group of 4/5.

Student level of involvement (adapted from the Leuven Scale)

		A	B	C
1. Extremely low:	No concentration: an absent, passive attitude			
	No goal-orientated activity, aimless actions, not producing anything			✓
	No sign of interest			
2. Low	Limited concentration			✓
	Is easily distracted			
	Actions only leads to limited results			
3. Moderate	Routine actions: is not absorbed in the activity			✓
	Limited motivation, no real dedication, does not feel challenged			
	Does not use capabilities to full extent	✓		
4. High	Is engaged in the activity	✓	✓	
	Most of the time there is real concentration but with brief moments of distraction	✓		
	Is motivated and challenged			
5. Extremely High:	Is absolutely focused		✓	
	Is highly motivated and consistently on task		✓	
	Shows precision, attention to detail and works to full capabilities		✓	✓

Additional Comments

A- Shows engagement with the activity but is distracted - drawing images on the board. Focus wavers with time but has moments of real concentration.

B- Takes control of the activity is highly focused throughout.

C- Shows limited engagement. Is distracted by playing/organising but keeps staying on the board, gossiping. Engagement deteriorates with time.

Involvement Definitions:

1. Extremely low - The child shows little to no activity.
2. Low - The child shows some degree of activity but which is often interrupted.
3. Moderate - The child is busy the whole time, but without real concentration.
4. High - There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high - During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

Date: 04/02/20.

Observer: Lydia Williams

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Year 7 Maths. Constructing a helicopter in groups.

Student Level of Involvement (adapted from the Leuven Scale)

	A	B	C
1. Extremely low:			
No concentration: an absent, passive attitude			
No goal-orientated activity, aimless actions, not producing anything			X
No sign of interest			X
2. Low			
Limited concentration	X		X
Is easily distracted	X		X
Actions only leads to limited results			
3. Moderate			
Routine actions: is not absorbed in the activity			
Limited motivation, no real dedication, does not feel challenged			
Does not use capabilities to full extent		X	X
4. High			
Is engaged in the activity		X	X
Most of the time there is real concentration but with brief moments of distraction	X		X
Is motivated and challenged			
5. Extremely High:			
Is absolutely focused			
Is highly motivated and consistently on task			
Shows precision, attention to detail and works to full capabilities			

Additional Comments

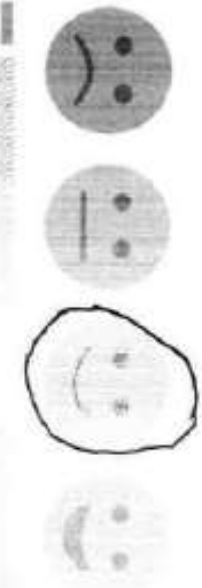
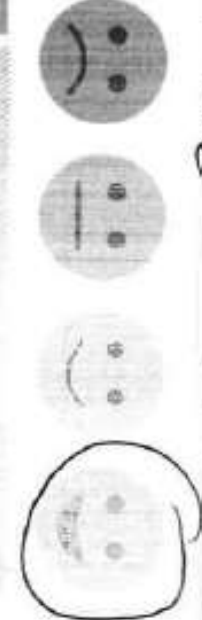
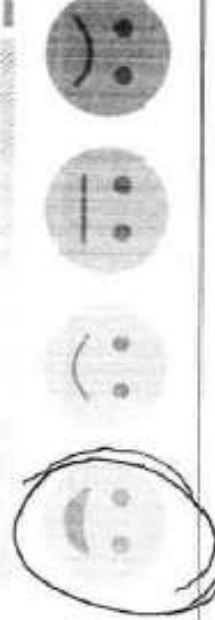
- A focus at beginning however drifting from task.
- B- focused and dominated group work.
- C- No real focus, struggling from task.

Involvement Definitions:

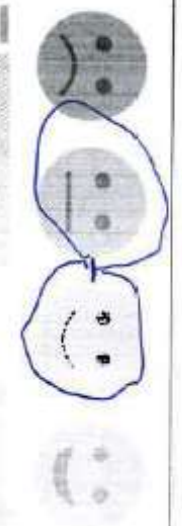
1. Extremely low- The child shows little to no activity.
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5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

A

Questionnaire – Research Project

The task	
How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	We had to make helicopters in groups to see how long it will take to get down the staircase
Do you think that all members of your group were equally involved? (circle your answer)	
The learning	
What skills did you have to use?	Creative, teamwork
Do you feel that you had enough prior knowledge to complete the task?	
The experience	
How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	Nothing

Questionnaire – Research Project

The task	
How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	
Do you think that all members of your group were equally involved? (circle your answer)	it was really fun we had to make these helicopters out of paper and we had to test it out to see which one was the slowest. 
The learning	
What skills did you have to use?	Team work, and carefulness we did not rip the paper
Do you feel that you had enough prior knowledge to complete the task?	
The experience	
How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	Nothing I think it was good.

Letter B

Questionnaire – Research Project

The task	
How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	It was really fun easy and we got to improve our skills and we did debating and had so many ideas to improve it. We had lots of tries to improve it was like if we were doing a business and needed to be safe perfect. I was really nice and amazing.
Do you think that all members of your group were equally involved? (circle your answer)	
The learning	
What skills did you have to use?	debating skills we had like improving in helicopters and we used measurement skills and it was so much teamwork.
Do you feel that you had enough prior knowledge to complete the task?	
The experience	
How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	nothing maybe the designs nothing.

Date: 3/2/20

Observer: H. Brace

Focus Question: When working in mixed ability groups do higher attaining pupils continue while lower attaining pupils participate less?

Lesson Context:

Geography Year 8 - Group task Benefits & Problems of Settlement growth.

Pupils create mindmap of Pos & Neg. Points summarised in letter to Council

Student Level of Involvement (adapted from the Leuven Scale)

	A	B	C
1. Extremely low:			
No concentration: an absent, passive attitude	X		
No goal orientated activity, aimless actions, not producing anything	X		
No sign of interest	X		
2. Low			
Limited concentration	X		
Is easily distracted	X		X
Actions only leads to limited results			X
3. Moderate			
Routine actions: is not absorbed in the activity			X
Limited motivation, no real dedication, does not feel challenged			X
Does not use capabilities to full extent			X
4. High			
Is engaged in the activity			X
Most of the time there is real concentration but with brief moments of distraction			
Is motivated and challenged			
5. Extremely High:			
Is absolutely focused		X	
Is highly motivated and consistently on task		X	
Shows precision, attention to detail and works to full capabilities	X		

Additional Comments

A- Disengaged with task, possibly due to gender ratio?

B- Focused on task, actively participating in discussion

C- Contributing to group work, distracted at times

Involvement Definitions:

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4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

Date: 03/02/2020
Observer: Lydia Williams

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Geography Year 7, learning about development in cities and the impact.

Student Level of Involvement (adapted from the Leuven Scale)

1. Extremely low:	No concentration: an absent, passive attitude No goal-orientated activity, aimless actions, not producing anything No sign of interest				
2. Low	Limited concentration Is easily distracted Actions only leads to limited results	X	X		
3. Moderate	Routine actions: is not absorbed in the activity Limited motivation, no real dedication, does not feel challenged Does not use capabilities to full extent	X	X	X	
4. High	Is engaged in the activity Most of the time there is real concentration but with brief moments of distraction Is motivated and challenged		X		X
5. Extremely High:	Is absolutely focused Is highly motivated and consistently on task Shows precision, attention to detail and works to full capabilities		X	X	X

Additional Comments

- A- Uncontentable in group
- B- Motivated and positive contribution
- C- Wanted to be involved but did not dominate.

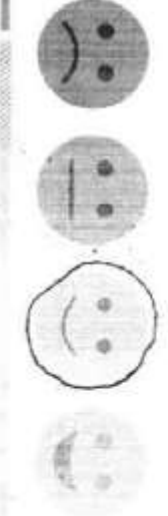
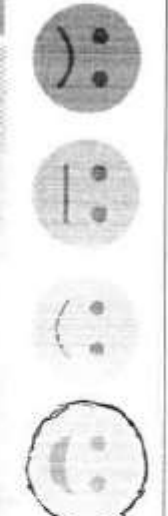
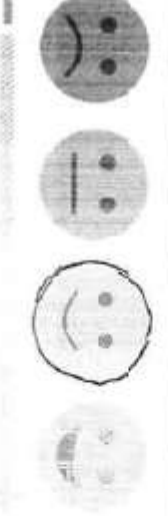
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Blue ~~Language~~

A

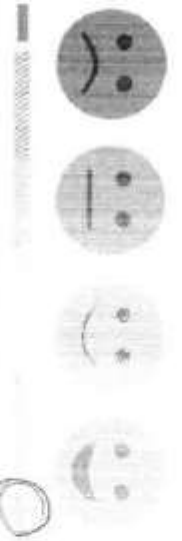
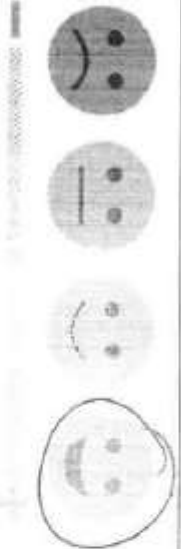
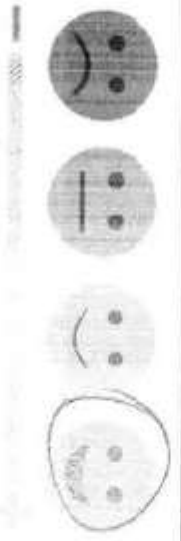
Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	we first talked about the pros/cons about settlement growth, then we wrote a letter to the council about how we feel about the new north ward SS Development
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	writing, communication, teamwork, using pre knowledge about the subject, numerical skills, literacy skills
Do you feel that you had enough prior knowledge to complete the task?	
The experience	
How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	I was totally happy with the subject's however i wasn't keen on the groups

Francesca Gellera

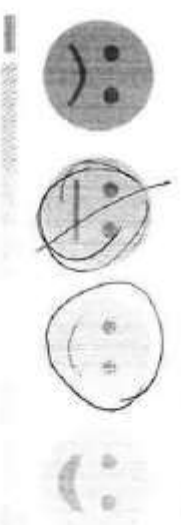
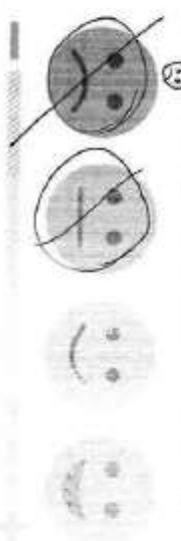
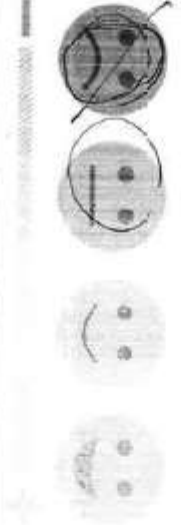
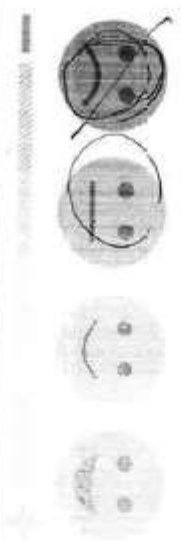
B

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	 we worked in groups to talk about the pros and cons of setting up groups then wrote a letter about the development of the North of
Describe the task you just completed	
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	Oracy teamwork
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	I would want to know more about the development of North of exalif So I could make a more educated argument

led C

Questionnaire – Research Project

The task	
How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	we wrote what was good & or bad about large cities
Do you think that all members of your group were equally involved? (circle your answer)	
The learning	
What skills did you have to use?	teamwork, & literacy skills
Do you feel that you had enough prior knowledge to complete the task?	
The experience	
How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	teacher coming around to see if everyone is working together or if there are just 2 people doing everything

Date: 4/2/20

Observer: H. Brace

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Business Studies - Designing a business including marketing mix

Student Level of Involvement (adapted from the Leuven Scale)

		A	B	C
1. Extremely low:	No concentration: an absent, passive attitude No goal-orientated activity, aimless actions, not producing anything		X	
	No sign of interest		X	
2. Low	Limited concentration Is easily distracted		X	X
	Actions only leads to limited results		X	
3. Moderate	Routine actions: is not absorbed in the activity Limited motivation, no real dedication, does not feel challenged			X
	Does not use capabilities to full extent			
4. High	Is engaged in the activity Most of the time there is real concentration but with brief moments of distraction			X
	Is motivated and challenged	X		X
5. Extremely High:	Is absolutely focused Is highly motivated and consistently on task	X		X
	Shows precision, attention to detail and works to full capabilities	X	X	

Additional Comments

a. Totally on task, actively contributing to group work

*b. Mostly distracted with moments of being on task.
Only contributes verbally.*

*c. Mostly on task despite rest of group not participating.
Being distracted by group members. Main contributor*

Involvement Definitions:

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4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

Date: 4/2/2020

Observer: R. C. W. N.

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context: Y1C

Business Studies - Business Propositions including Marketing mix.
Groups of 3-4 Students

Student Level of Involvement (adapted from the Leuven Scale)

		Wt. Wt. L/A		
		A	B	C
1. Extremely low:	No concentration: an absent, passive attitude		☒	
	No goal-orientated activity, aimless actions, not producing anything		☒	
	No sign of interest			
2. Low	Limited concentration		☒	
	Is easily distracted		☒	
	Actions only leads to limited results			
3. Moderate	Routine actions: is not absorbed in the activity			
	Limited motivation, no real dedication, does not feel challenged			
	Does not use capabilities to full extent			
4. High	Is engaged in the activity		☒	
	Most of the time there is real concentration but with brief moments of distraction		☒	
	Is motivated and challenged		☒	
5. Extremely High:	Is absolutely focused		☒	
	Is highly motivated and consistently on task		☒	
	Shows precision, attention to detail and works to full capabilities	☒		

Additional Comments

- A- Concentrating on task - actively contributing to group work.
- B- Very limited activity - Peripherally engaged verbally but passive in terms of activity
- C- Focuses on task - listens to others input - produces most of the work but is distracted by others
- Is persuaded by the others who strong evidence for the group.

Involvement Definitions:

1. Extremely low- The child shows little to no activity.
2. Low- The child shows some degree of activity but which is often interupted.
3. Moderate- The child is busy the whole time, but without real concentration.
4. High- There are clear signs of involvement, but these are not always present to their full extent.
5. Extremely high- During the episode of observation the child is continuously engaged in the activity and completely absorbed in it.

A

Questionnaire – Research Project

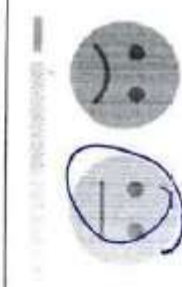
The task	
How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	group task writing a business plan,
Do you think that all members of your group were equally involved? (circle your answer)	
The learning	
What skills did you have to use?	teamwork
Do you feel that you had enough prior knowledge to complete the task?	
The experience	
How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	the original groups - would prefer to choose own

B

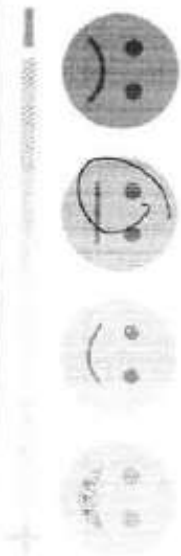
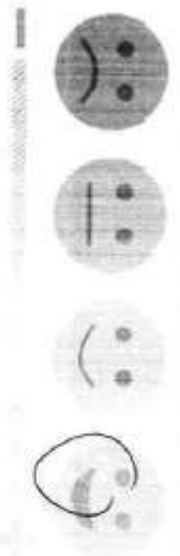
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Yours

Questionnaire – Research Project

The task	
How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	hard didn't get anything
Do you think that all members of your group were equally involved? (circle your answer)	
The learning	
What skills did you have to use?	Im dumb
Do you feel that you had enough prior knowledge to complete the task?	
The experience	
How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	I don't know

Questionnaire – Research Project

The task How did you find the task in terms of difficulty? (circle your answer)	
Describe the task you just completed	We wrote a description on how to start a toy store shop.
Do you think that all members of your group were equally involved? (circle your answer)	
The learning What skills did you have to use?	Thinking and working with other people
Do you feel that you had enough prior knowledge to complete the task?	
The experience How did you feel about working in a group? (circle your answer)	
What would you change about the activity?	have more time.

This sentence has been added only for the purpose of the Turnitin requirement to include twenty words and should not be marked.