

Appendices

Appendix A – Observation Checklist (Lesson Study 1)

Grouping lower ability children with higher ability children and identifying the impact it has on motivation to focus on the task.

Section 1 (Lower-ability level of work)

	Child 1A	Child 1B	Child 1C
Body language	+ showed positive body language, sitting forwards and concentrated on task. Score – 5/5	Sitting in upright decision, making eye contact during interactions. Hands on. Score – 5/5	Started of slouched and disinterested. As activity progressed sitting upright and enjoyed activity. Score - 4/5
	- None.	None.	None.
Work Ethic	+ Clearly involved in the tasks, as was discussing activities and offering support to the partner.	Conversations were held in a meaningful way, with several conversation taking place throughout the activity.	Again, conversations didn't part to flow until the middle parts of the activity. More came towards the end.
	- needed reminding by the partner once to focus on activity at the beginning of activity.	None.	Started slowly, mainly because I think the child wasn't interested in the subject of phonics.
Collaboration	+ constantly offering help and support by expressing thoughts and ideas.	A lot of meaningful conversations took place, with the lower learner showing excellent engagement. Used mirroring to help the partner understand the work.	Offered a few ideas to the conversations held. Showed a small understanding.
	- quality of conversation was basic due to the level of work planned.	None.	It was difficult to tell if this child completely understood the work. Partner did most of the talking.
Quality	+ easily completed the activity with support from the partner.	Good quality in the sounds made and understanding of words they can be found in.	In some discussion, was able to contribute and show understanding in areas.
	- needed a lot of support to finish activity. Over reliant?	None.	Didn't show enough understanding with some of the sounds and was unable to

			respond to partner.
Additional Notes:	n/a	n/a	n/a

Body Language

Primary assessment tool.

Work Ethic

Assessed in action - effort and reliance on HA partner. Must be assessed with individual knowledge (will be difficult for stranger to assess). Perhaps rating scale 1-5 with brief reasoning.

Collaboration

Assessed in action - number of meaningful conversations with partner.

Quality

Assessed post-task through books and subjective opinion of the teacher (compared to normal task output and/or informed expectation in the lesson)

Section 2 (Medium-ability level of work)

	Child 1A	Child 1B	Child 1C
Body language	+ again, showed excellent body language. Looking at partner and sat upright Score - 4/5	Progressing from previous activity, shown good signs of engagement as is eager to be hands on. Score – 4/5	Continued to look engaged from the previous activity. Score - 4/5
	-Slouched and slightly more disinterested towards the end when the lesson was harder. Only slight.	At times was over excited and wouldn't let the higher learner help. This could be deemed as a strength or weakness.	Eyes started to wander towards the end of the lesson. Showing a slight disengagement.
Work Ethic	+ again, was clearly involved in the task and really trying to help their partner.	Tried really hard to complete the activity with the supports on the partner.	Involved in the easier part of the activity as they were able to discuss in more depth.
	-lost interest towards the end when the activity was getting more difficult.	Went to far sometimes and often tried to complete all the work individually.	In the latter stages, found it more difficult as there was no previous knowledge.
Collaboration	+ contributed to the majority of discussions and was interested with working in the pair.	There were still a number of meaningful discussions going on, slightly less towards the end.	Similar trend to work ethic, the collaborations started well as there was an understanding of the topic in place by the higher learner.
	- struggled at times. When difficult words or sounds were chosen the input faded. Depended on partners help a lot more.	As previously mentioned, tired to take control of lesson, which made it difficult as the work was too difficult.	When the higher learner didn't understand the question, the number of these dropped.
Quality	+ completed the work with some comfort at the beginning of the stage.	At the beginning the quality in discussions was much better as they shared roles.	The child showed good understanding of the easier sounds and words in the activity.
	- the quality seemed to fade throughout the lesson. Showing good understanding at the start finishing with the child starting to become disengaged.	At the end this was difficult to see as the focus child wanted to finish the work independently.	This was proven to be too difficult at times, with the child showing no knowledge of some of the harder sounds. Partners contribution helped massively.

Additional Notes:	n/a	n/a	n/a
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Body Language

Primary assessment tool.

Work Ethic

Assessed in action - effort and reliance on HA partner. Must be assessed with individual knowledge (will be difficult for stranger to assess). Perhaps rating scale 1-5 with brief reasoning.

Collaboration

Assessed in action - number of meaningful conversations with partner.

Quality

Assessed post-task through books and subjective opinion of the teacher (compared to normal task output and/or informed expectation in the lesson)

Section 3 (Higher-ability level of work)

	Child 1A	Child 1B	Child 1C
Body language	+ Positive body positioning again, sitting up right and making eye contact with the partner.	Started with positive body language being shown. Sitting up right and good level of engagement with the activity.	Now and again would try to help partner but would quickly lose focus after being told to concentrate.
	-Found it hard to concentrate for some of the really tricky words.	Became completely disinterested with the topic when the work was too difficult.	Poor body language in this section of the research study. Clearly slouched and disengaged from the lesson.
Work Ethic	+tried hard in aiding their partner, always trying to help with the words they understood.	Was happy to pitch in when the work was accessible to either partner	None.
	-when the work was too difficult, they would often allow the partner to take control	When the higher learner showed little understanding of a sound or word, this showed little work ethic from the focus child.	Didn't try as hard to previous activities, allowed partner to do most of the work for the pairing.
Collaboration	+ tried to discuss the harder levels of work and with the support of the partner the level of collaboration was excellent for the difficulty of activity.	Discussions only seemed to take place for the first sounds again, this may be because they were easier to discuss.	None.
	This could be deemed as too reliant on their partner.	The lower learner found it difficult to discuss as their partner showed a small understanding of the topic. Over reliant again.	Partner was the busiest out of the two children, who completed most of the work as it was too difficult for the lower learner to complete.

Quality	+ Showed some stages of quality at the beginning.	Tried hard to begin with in trying to instigate a conversation. This was when the work was accessible to the lower learner.	None.
	-This was difficult to see though as the more difficult activities were led by the higher learner.	At the end of the lesson the quality in work and the discussion was definitely low, as both children didn't understand the work to be able to discuss.	No quality shown as there was no work completed by this individual, all understanding was shown by the partner.
Additional Notes:	n/a	n/a	n/a

Body Language

Primary assessment tool.

Work Ethic

Assessed in action - effort and reliance on HA partner. Must be assessed with individual knowledge (will be difficult for stranger to assess). Perhaps rating scale 1-5 with brief reasoning.

Collaboration

Assessed in action - number of meaningful conversations with partner.

Quality

Assessed post-task through books and subjective opinion of the teacher (compared to normal task output and/or informed expectation in the lesson)

Appendix B - Lesson Study 1 (Interview Transcript)

Interviewer: How did you all feel about working with your partners?

Child 1C: I enjoyed it because it was easier to do the work.

Child 1B: I thought it was fun. We helped each other when we got stuck.

Child 1A: It was fun because we don't do this work much.

Interviewer: Would you like to work with these partners again?

All children: Yes, I would like that.

Interviewer: How easy was it to complete the task with them?

Child 1A: It was really easy to complete at the start, but by the end it was hard.

Child 1C: I thought it was too hard at the end, we didn't know what to do.

Child 1B: I thought it was not too bad. At the end it got harder, but my partner helped me with it.

Interviewer: Did you notice any differences from working with your usual groups?

Child 1C: At the start I was doing a lot of work and helping my partner. In the groups I can't do that.

Child 1A: I think the same.

Child 1B: I was getting a lot more help from my partner than I do in the groups. I talked to my partner about the work a lot.

Interviewer: On a scale of 1 to 10, how excited were you doing this task?

Child 1B: 9

Child 1C: 7

Child 1A: 9

Interviewer: What could have made you even more excited?

Child 1B: I would like to do this in more lessons.

Appendix C - Observation Checklist (Lesson Study 2)

Grouping lower ability children with higher ability children and identifying the impact it has on motivation to focus on the task.

Section 1 (Lower-ability level of work)

	Child 2A	Child 2B	Child 2C
Body language	+ Remained sat up right and fixed on the work.	Also, was sat up right and fixed on work. Looked interested in communicating with partner.	Engaged with task at some stages.
	-None.	None.	Found it difficult to talk about the topic. Maybe a disinterest.
Work Ethic	+ Clearly tried their best to complete the activity. For tricky words they were resilient and helped partners also.	Again, tried really hard to complete the activity. Despite getting a few wrong, was able to carry with the help of a partner.	Tried to offer support to the partner at some stages of the lesson. Happily, took part in easier sounds and words.
	-None.	None	Was off task sometimes and needed reminding to focus.
Collaboration	+ Always looking to talk to partner about the work.	Tried to discuss all answers with partner in good detail.	Tried to discuss some of the easier words.
	-None	Struggled with unfamiliar words but partner support helped.	Sometimes off topic and didn't relate to the learning. intervention needed.
Quality	+ high quality in work shown in this activity, shown in communication with partner.	Showed a good understanding of the basic words throughout the activity. In discussion with partner.	Similarly, showed a decent understanding of the easier words. Easily sounded out simple words.
	-None.	Tried the harder words, but showed little understanding of the sounds involved.	More difficult words were not attempted.
Additional			

Notes:			
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Body Language

Primary assessment tool.

Work Ethic

Assessed in action - effort and reliance on HA partner. Must be assessed with individual knowledge (will be difficult for stranger to assess). Perhaps rating scale 1-5 with brief reasoning.

Collaboration

Assessed in action - number of meaningful conversations with partner.

Quality

Assessed post-task through books and subjective opinion of the teacher (compared to normal task output and/or informed expectation in the lesson)

Section 2 (Medium-ability level of work)

	Child 2A	Child 2B	Child 2C
Body language	+At beginning showed good body language by making eye contact and sitting forward	Looked interested to begin. Helping partner wherever possible.	None.
	-At end found it difficult, slouched and not paying attention.	Mainly struggled throughout this activity. Became disinterested and distracted.	Looked disengaged throughout activity. Eyes wondered, slouched
Work Ethic	+Again, positive work ethic at the beginning of the lesson, getting involved in activity and helping partner.	Tried hard all the way through despite having difficulties completing the activity.	Contributed for early stages if activity. Tried to sound out a few sounds.
	When the work became more difficult for the learner, this shifted to the higher learner to complete.	Let the higher learner take control at times, having smaller input into the activity	Didn't help partner when the lesson was difficult. No contribution to activity.
Collaboration	+Many meaningful activities to begin the lesson, similar to first activity.	Tried to help with the easier activities and helped whenever possible.	A few discussions at beginning, showed understanding of very basic sounds.
	-this faded at the end as both children struggled to complete the work and discuss it.	Not many meaningful conversations occurred as no understanding of topic.	This stopped completely as the child didn't understand the content and couldn't access the activity.
Quality	+Showed high understanding when the work was easier.	Low amounts of quality shown in this activity. In the earlier stages they had more success.	Showed high understanding when the work was easier.
	-The opposite was shown, as the child faced difficulties when the higher learner started to struggle.	For the majority of the lesson, the child shown no understanding of the activity as didn't discuss with partner.	No quality shown for the remainder of the activity as didn't understand the work.
Additional Notes:			

Body Language

Primary assessment tool.

Work Ethic

Assessed in action - effort and reliance on HA partner. Must be assessed with individual knowledge (will be difficult for stranger to assess). Perhaps rating scale 1-5 with brief reasoning.

Collaboration

Assessed in action - number of meaningful conversations with partner.

Quality

Assessed post-task through books and subjective opinion of the teacher (compared to normal task output and/or informed expectation in the lesson)

Section 3 (Higher-ability level of work)

	Child 2A	Child 2B	Child 2C
Body language	+		
	-		
Work Ethic	+		
	-		
Collaboration	+		
	-		
Quality	+		
	-		
Additional Notes:	Activity cancelled after children showed little understanding of the content making the work accessible to all children involved.		

Body Language

Primary assessment tool.

Work Ethic

Assessed in action - effort and reliance on HA partner. Must be assessed with individual knowledge (will be difficult for stranger to assess). Perhaps rating scale 1-5 with brief reasoning.

Collaboration

Assessed in action - number of meaningful conversations with partner.

Quality

Assessed post-task through books and subjective opinion of the teacher (compared to normal task output and/or informed expectation in the lesson)

Appendix D – Lesson Study 2 (Interview Transcript)

Interviewer: How did you all feel about working with your partners?

Child 2B: I enjoyed it.

Child 2C: I agree.

Child 2A: My partner helped me to finish the work, but they tried to do most of it for me.

Interviewer: Would you like to work with these partners again?

All children: Yes, I would like that.

Interviewer: How easy was it to complete the task with them?

Child 2C: At the end of the lesson it was really hard to do the work, I didn't want to do it then.

Child 2B: My partner helped me when I was getting the sounds wrong.

Child 2A: A little bit at the start of the lesson, at the end I needed help because it was really hard.

Interviewer: Did you notice any differences from working with your usual groups?

Child 2C: Yes, it was easier to speak and tell him what I thought.

Child 2A: I agree with that.

Child 2B: Me too.

Interviewer: On a scale of 1 to 10, how excited were you doing this task?

Child 2C: 8

Child 2B: 9

Child 2A: 7

Interviewer: What could have made you even more excited?

Child 2B: I think that we should use it in easier tasks, so we can help each other more.

Child 2C and 2B: I think that too.

Appendix E – Brookfield’s Completed Reflection Proforma

Does grouping lower ability children with higher ability children influence the lower learners’ *motivation* to engage with their *learning*?

<u>Autobiographical lens:</u> <i>I think that the strategy would work well with the context that some of the activities we do in year 1. For the easier activities it helped us to motivate and engage the lower learner into discussing and helping their partners complete the work. This would help us overcome some of the behavioural issues we have been facing from a few of the focus children, as throughout the whole research process they seemed happy to work with their partners and seemed to prefer it to the mixed ability groups used. Stressing the importance of knowing the correct times and places to implement this strategy into the classroom, as it was only suited for activities the higher learner had access too.</i>	<u>Student’s views:</u> It was clear from the body language and engagement shown in the earlier stages of the lesson that they seemed to enjoy the process and working with their new partners. In the interview stage, it was clear that the children enjoyed the constant support that was offered by the partner as it helped them to finish their work on time. The children seemed to be really disengaged in the harder parts of the lesson and tended to let the higher learners take control of the activities whilst they sat disengaged with the activity. The higher learners also seemed to be happy to share and explain their ideas, supporting at all times. This could prove to be good for all children as it was beneficial for the explaining process.
<u>Colleague Views:</u> My colleague shares very similar ideas and observations for both classes. Again, she believed that the strategy implanted worked for the first two activities but then became pointless as both children didn’t understand the work.	<u>Theoretical Literature:</u> More needs to be done for the implantation of this strategy to be even more in the future. Prior to this investigation there was little information available regarding the motivation of children and what seating arrangements or groupings are best to achieve this. It has already been noted the importance that pairing children together has in terms of social and cognitive development, but further research would help us in discovering the effects this would have in different scenarios on the engagement of the learner. In turn, this will help us develop the future practice.

Appendix F – Lesson Study 2 Plan

Name of Trainee: 1400991 Session ref: L200219 Personal training target: -		Date: 20/02/2019 Class: Dosbarth Ogwr Number of learners: 12 Age: Year 1 (5/6)	Foundation Phase Focus Plan 2d
Learning objectives: To be able to work together in pairs to complete activities.	Success Criteria: Create this with the children, asking them what they think we will need to do to complete this task. Use a whiteboard and discuss as a group.	Meeting learners' needs: A few children may show bad behaviour as there is some element of risk involved. Pair children on the day and separate any children with previous bad behaviour.	
Introduction / plenary tasks	Main activities	Resources / Key Vocabulary	Assessment for Learning (strategies and opportunities)
Introduction (5 minutes): Introduce the lesson by going through the PowerPoint on the research study and why we need the children's help. Go through the learning objective for the lesson, asking the children what they will need to do for the lesson to be fun.	Trainee focused task (10 minutes): Pair the children into pre-arranged pairs. Encourage the children to discuss the reasons for everything they do and to also help their partner if they find the work difficult. Offer tokens to pairs that are helping each other the most. Use open questions to draw information out of the children rather than providing them with the answers.	Resources: Cups x6 Key Vocabulary: Phonics Sounds.	Questioning for understanding: Does everyone understand? What do we need to do to be successful in the lesson? Can you explain it to your partner? Can you help your partner with this one? Do you agree/disagree? Why? What did you enjoy? What did you find hard?
Plenary (2 minutes): Conclude the lesson by asking the children what they enjoyed and what they found difficult. Ask focus children to answer questions for the interview.	Phase 2 Activity – Sort the items into the correct cups. Each cup will have either s, a, t, p, i, n written on them. Children to complete the activity in their pairs, whilst discussing between them the answers they have provided. Phase 3 Activity – Matching words to pictures activity. To ensure higher ability do not take full control		

	monitor closely and encourage the children to help their partners. Phase 4 Activity – use the word map to complete the end of the phase 4 words. Again, encourage the children to share ideas and answers by explaining to the other partner. Independent learning opportunities: See week 4 enhanced provision planning. This can be found in section 3 of the PTE file (continued).		
Curriculum coverage (range and skills)			
Literacy (LNF) - talk about things they have made or done, explaining the process - listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions		Numeracy (LNF)	
DCF	Thinking	ESDGC	YCC