

Appendix 1: Blank documents for the methodology

1A: Blank observation schedule with operational definitions

Question: How the use of starters effects the level of pupil engagement in secondary schools									
Pupil 1	Scale Number	Comment							
3 mins									
6 mins									
9 mins									
Pupil 2	Scale Number	Comment							
3 mins									
6 mins									
9 mins									
Pupil 3	Scale Number	Comment							
3 mins									
6 mins									
9 mins									

Level Involvement Examples:						
1 - Extremely Low						
The child hardly shows any activity:						
A) no concentration: staring, daydreaming;						
B) an absent, passive attitude;						
C) no goal-oriented activity, aimless actions, not producing anything;						
D) no signs of exploration and interest.						
2 - Low						
The child shows some degree of activity but which is often interrupted:						
A) limited concentration: looks away during the activity, fiddles, dreams;						
B) is easily distracted;						
C) action only leads to limited results.						
3 - Moderate						
The child is busy the whole time, but without real concentration:						
A) routine actions, attention is superficial;						
B) is not absorbed in the activity, activities are short lived;						
C) limited motivation, no real dedication, does not feel challenged;						
D) the child does not gain deep-level experiences;						
E) does not use his/her capabilities to full extent.						
4 - High						
There are clear signs of involvement, but these are not always present to their full extent:						
A) the child is engaged in the activity without interruption;						
B) most of the time there is real concentration, but during some brief moments the attention is more superficial;						
C) the child feels challenged, there is a certain degree of motivation;						
D) the child's capabilities and its imagination to a certain extent are addressed in the activity.						
5 - Extremely High						
During the episode of observation the child is continuously engaged in the activity and completely absorbed in it:						
A) is absolutely focused, concentrated without interruption;						
B) is highly motivated, feels strongly appealed by the activity, perseveres;						
C) even strong stimuli cannot distract him/her;						
D) is alert, has attention for details, shows precision;						
E) its mental activity and experience are intense;						
F) the child constantly addresses all its capabilities: imagination and mental capacity are in top gear						
G) obviously enjoys being engrossed in the activity.						

1B: Interview questions

Question: How the use of starters has an affect on pupil engagement in secondary schools

Interview Questions

Sub questions:

Experience of starters?

1. Have you ever done starters before?
2. Can you give me a few examples of starter tasks you enjoy?
3. Are you familiar with the starter task you just did? Did you think it was a good starter?

Do you know why we do starters?

4. What do you think the point of starter is? Do you think starters help you focus at the start of a lesson?
5. Do you like having a starter on the board at the start of the lesson?
6. Do you think starters take too much time?

Engagement in starters?

7. Do starters help to settle a class in your opinion?
8. Do certain starter activities work better than others in settling a class?

1C: ARC reflection model

Assisted Reflective Conclusions (ARC) Model

Date:

Critical incident (focus):



Experience	
Feelings <i>"What are your feelings regarding the experience?"</i>	
Remember and Understand <i>"Can you list the aspects of the incident in the context of learning?"</i>	
Evaluate and analyse <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	
Conclusions and actions <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	
Transformed experience	



Appendix 2: Templates for consent for and information sent to parents

2A: Consent form – to be sent on school headed paper

CONSENT FORM – TO BE SENT ON SCHOOL HEADED PAPER

PROJECT TITLE: How the use of starters affects the level of pupil engagement in secondary schools.

Name of Researcher:

Please initial box

1. I confirm that I have read and understand the information sheet dated 16/12/19 for the above study.

☐

2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.

☐

3. I understand that my child can choose to withdraw at any time, without giving a reason.

☐

4. I understand that the information given by my child will be used in a university assignment.

☐

5. I understand that my child's name will not appear at any time.

☐

6. I agree for my child to take part in the above study.

☐

Child's name

Parent signature

Date

2B: information sheet sent to parents

INFORMATION SHEET

PROJECT TITLE: How the use of starters affects the level of pupil engagement in secondary schools.

16/12/19

Dear Parent / Guardian,

Our names are _____ and _____ and we are studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. We are currently student teachers within Treorchy Comprehensive school and are teaching in your child's class.

We would like to invite your child to participate in our research project. The title of the project is 'How the use of starters affects the level of pupil engagement in secondary schools' and we aim to identify how the use of starter activities in the classroom increase pupil engagement in the lesson.

Your child will be observed in one lesson and asked to participate in an interview where they give their feelings regarding the lesson.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on encrypted cloud storage and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Appendix 3:

Documents for Lesson

1

3A: Observation of lesson 1

Question: How the use of starters effects the level of pupil engagement in secondary schools

EC

Pupil 1	Scale Number	Comment
3 mins	4A	Pupil completing starter with full attention - Not being distracted.
6 mins	5A+C	completely focused on activity; conversing with others about task not distracted by others
9 mins	5A	focused on the starter, without distraction

beginning of starter
during
end of starter
DD and answers

EC

Pupil 2	Scale Number	Comment
3 mins	2A-B	Paired with someone, Not fully participating, focus was on other pupils around the room.
6 mins	2B+A	Easily distracted by others around the room, focus away from task.
9 mins	3A	Task went in answers but easily distracted - Pupil didn't complete activity but ~~then~~ knew answers verbally.

EC

Pupil 3	Scale Number	Comment
3 mins	2B-B	Not on the activity: Didn't follow instructions. Did not read activity on computer
6 mins	2A	on internet not on starter activity. Consistently off task. Distracting others.
9 mins	4a	focused on activity once started - Needs challenging starter.

3B: Interview for lesson 1

Question: How the use of starters has an affect on pupil engagement in secondary schools

Interview Questions

Sub questions:

Experience of starters?

1. Have you ever done starters before?
 1. Yes
 2. Yes
 3. Yes
2. Can you give me a few examples of starter tasks you enjoy?
 1. Similar in English, comprehension exercises
 2. Spot odd numbers in maths (Numeracy)
 3. Spot odd numbers (Numeracy)
3. Are you familiar with the starter task you just did? Did you think it was a good starter?
 1. Yes - would do again
 2. Yes - would do again
 3. Yes - EC - implemental maths

Do you know why we do starters?

4. What do you think the point of starter is?
 1. Ready to start lessons
 2. Same
 3. Get warmed up
5. Do you like having a starter on the board at the start of the lesson?
 1. Yes - helps me to get started in lesson
 2. Yes - same
 3. Yes - file path - good & ready to go

6. Do you think starters take too much time?

1. Sometimes - depending on the activity

2. Sometimes - ^{lesson} could be doing other work more relevant to

3. Sometimes - too difficult, ^{can} would rather start work they could do

Engagement in starters?

7. Do starters help to settle a class in your opinion and why?

1. Yes some

2. Yes some

3. Yes - get people into working mood - settles well

8. Do certain starter activities work better than others in settling a class?

1. Yes - English - Questions - comprehensions

2. Yes - Pictures - explorative. (paraphrased)

3. Yes - maths starter - something you like

P3

☒ - can get pointers.

- activating prior knowledge (paraphrased)

Appendix 4:

Documents for lesson

2

4A: observation for lesson 2

Question: How the use of starters effects the level of pupil engagement in secondary schools

Pupil 1	Scale Number	Comment
3 mins	2A	Working well. Concentrated and working well in her pair. Some fidgeting.
6 mins	2E	Exercise seems too easy for the pupil and : is not challenged. Playing with hair.
9 mins	4B	Working in pairs is slightly distracting. Student draws some ~~some~~ superficial attention.

Pupil 2	Scale Number	Comment
3 mins	3A	Some concentration but gives up when the question was too hard.
6 mins	4C	Maths question challenged the individual and activated prior learning from different subject.
9 mins	4B	Consistent engagement with the activity. The activity is challenging the student.

Pupil 3	Scale Number	Comment
3 mins	1A	Daydreaming. Not participating in the activity. Other pair is doing the work.
6 mins	2A	No much change. Looking and staring at the board. Occasional glance at others work.
9 mins	1D	Student seems to have given up. No interest in the activity and draws a blank stare throughout the activity.

4B: interview for lesson 2

Question: How the use of starters has an affect on pupil engagement in secondary schools

Interview Questions

Sub questions:

Experience of starters?

1. Have you ever done starters before?

1. Yes

2. Yes

3. Yes

2. Can you give me a few examples of starter tasks you enjoy?

1. I like the whiteboards, finding mistakes in writing. Don't like numeracy

2. Whiteboards are fun.

3. Same as what they said.

3. Are you familiar with the starter task you just did? Did you think it was a good starter?

1. Yes as it was getting us ready for the lesson

2. Yes we've done it before. As above

3. Yes, I've used whiteboards before.

Do you know why we do starters?

4. What do you think the point of starter is?

1. To get us into the topic. Get us thinking.

2. To settle the class down.

3. Same as above

5. Do you like having a starter on the board at the start of the lesson?

1. Yes, know what to do straight away

2. Don't mind.

3. Don't know. Yes and No

6. Do you think starters take too much time?

1. Depends on the day, with the class.
2. No, if they're enjoyable.
3. No

Engagement in starters?

7. Do starters help to settle a class in your opinion and why?

1. They quiet down after a starter.
2. Yes, so they're focused on their work.
3. What they said.

8. Do certain starter activities work better than others in settling a class?

1. Carousel wouldn't work. Starters work better when students are sat down.
2. Not sure, haven't thought about it. (Shrugs shoulders)
3. Not sure, ones that are enjoyable.

Appendix 5: Reflection of process

5A: Reflection from Researcher 1

Assisted Reflective Conclusions (ARC) Model

Date: 4/2/20

Critical incident (focus): Starter Research

Experience	
Feelings "What are your feelings regarding the experience?"	Students enjoy interesting and fun starters. I feel the more enjoyable they are for their interests, the more they get out of it. Boys seemed to enjoy mathematical and active starters.
Remember and Understand "Can you list the aspects of the incident in the context of learning?"	Starters were pitched to the class as a whole as a medium level. This meant the higher ability pupils were not challenged to stay engaged on the task. The lower ability students struggled as they could not access the task.
Evaluate and analyse "What could be kept the same to ensure effective teaching and learning in the future?"	Ensuring all students are engaged in the starter. Differentiation could be used to make sure the MAT students were pushed mentally as much as possible. Using different starters ensures students don't get complacent with starters.
Conclusions and actions "What are your possible solutions to the issue identified?" "What could be done next?"	Differentiation seemed to be the biggest issue. Some MAT students seemed to be blank, as they were not challenged. Keeping the subject of the starter as relevant as possible to the starter. Research different and current starters of good practice using findings to inform my decisions.
Transformed experience	

5B: Reflection from researcher 2

Assisted Reflective Conclusions (ARC) Model

Date: 4/2/20

Critical incident (focus): Starter research

Experience	
Feelings "What are your feelings regarding the experience?"	Pupils enjoy purposeful starter tasks. They enjoy tasks focused on interests (ie literacy). They focus well if they are interested subjects. Boys seem to enjoy numeracy based starters.
Remember and Understand "Can you list the aspects of the incident in the context of learning?"	Starter tasks were pitched at a medium level to class. Higher ability pupils were not sufficiently challenged to stay engaged in tasks. Lower ability pupils struggled as they could not access the task.
Evaluate and analyse "What could be kept the same to ensure effective teaching and learning in the future?"	To ensure more pupils are engaged, differentiation could be used to ensure all pupils are appropriately challenged. Use different starters to ensure pupils don't get bored by repeating the same thing.
Conclusions and actions "What are your possible solutions to the issue identified?" "What could be done next?"	Using effective differentiation to challenge all pupils in the task. Use different tasks to keep engagement high. Keep lesson focus at heart of the task, this allows pupils to see relevance in task. Research current good practice in starter activities. Using findings to inform your decision.
Transformed experience	