

Appendances

Appendix 1 – Observation Schedule, Interview questions and reflections

Observation Schedule

Lesson Context: <i>ICT - HTML Tags</i> <i>Year 10 GCSE Class</i>									
Engagement	Pupil A			Pupil B			Pupil C		
Task	1	2	3	1	2	3	1	2	3
1) Not Engaged									
2) Low Engagement									
3) Good Engagement									X
4) Fully Engaged				X		X	X	X	
5) Highly Engaged	X	X	X		X				
Addition comments	Pupil A was engaged high during all tasks in lesson.			Pupil B became more engaged as the lesson progressed.			Pupil C was fully engaged during lesson but became slightly distracted towards end of lesson.		

Adapted from the Leuven scale.

- 1) Not Engaged: Engagement is simple or passive. Pupil might even be off task.
- 2) Low Engagement: The pupil is sometimes engaged in the task. Are making progress in task but slow progress. The pupil has moments of disengagement maybe daydreaming or fidgeting.
- 3) Good Engagement: The pupil is engaged in the task and making some progress with the task, however, is easily distracted by peers.
- 4) Fully Engaged: The pupil is completely engaged in the task and is making good progress, however there might be moments where pupil seems engaged, but no progress is being made.
- 5) Highly Engaged: The pupil is fully engaged in the task and is making great progress, that doesn't seem to be a moment where they're not making some progress. They are not easily distracted by peers.

Interview questions

Which task did you find more interesting? *html on notepad task 2*

Were the demands of the task just for you? *Challenging enough - Task 3 was fun.*

Did you complete all tasks in the lesson? *Yes completed all tasks in lesson.*

Which task do you feel you learnt the most from? *First task -*
Second task - more independent work.

Reflection sheet Adapted from the Kolb Learning cycle.

Reflection	
Experience (What Happened)	<i>Lesson on HTML 3 tasks given all pupils completed the tasks given.</i>
Reflective Observation (Reflect/Review on the Experience)	<i>All pupils were fully engaged during the lesson. However, the level of engagement varied from task to task.</i>
Abstract Conceptualization (What you have learned from experience)	<i>Having different tasks in the lesson kept the students interested and engaged. The pupils found the tasks challenging and enjoyed completing independent tasks. (Task 2 showed that pupils were highly engaged.)</i>
Active Experimentation (Putting into practice what you have learned)	<i>Different tasks are given to students. Ensure that the tasks are challenging.</i>

Observation Schedule

Lesson Context: Finance - budgeting + cash flow forecast.									
Engagement	Pupil A			Pupil B			Pupil C		
Task	1	2	3	1	2	3	1	2	3
1) Not Engaged									
2) Low Engagement								X	X
3) Good Engagement					X				
4) Fully Engaged	X	X		X		X	X		
5) Highly Engaged			X						
Addition comments	Engaged on all tasks.			Task 2 distracted by peer.			Task 1 fully engaged Task 2 + 3 completed but was distracted.		

Adapted from the Leuven scale.

- 1) Not Engaged: Engagement is simple or passive. Pupil might even be off task.
- 2) Low Engagement: The pupil is sometimes engaged in the task. Are making progress in task but slow progress. The pupil has moments of disengagement maybe daydreaming or fidgeting.
- 3) Good Engagement: The pupil is engaged in the task and making some progress with the task, however, is easily distracted by peers.
- 4) Fully Engagement: the pupil is completely engaged in the task and is making good progress, however there might be moments where pupil seems engaged, but no progress is being made.
- 5) Highly Engagement: The pupil is fully engaged in the task and is making great progress, that doesn't seem to be a moment where they're not making some progress. They are not easily distracted by peers.

Interview questions

Which task did you find more interesting? Task 3 + 2 were most interesting. Task 2 not numerical
 Were the demands of the task just for you? Were all challenging enough
 Did you complete all tasks in the lesson? Yes all tasks completed
 Which task do you feel you learnt the most from? Task 2 - exam based questions

Reflection sheet Adapted from the Kolb Learning cycle.

Reflection	
Experience (What Happened)	Lesson on finance 3 tasks given + completed.
Reflective Observation (Reflect/Review on the Experience)	All pupils engaged in tasks - as group work some became distracted.
Abstract Conceptualization (What you have learned from experience)	Having different tasks including numerical + literacy kept students interested and engaged.
Active Experimentation (Putting into practice what you have learned)	Use negative numbers in cashflow to make the task more challenging.

Appendix 2 – Lesson Plan Finance



Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

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Student-teacher	Nikita Temple	Class:	AS Business
<u>AoLE</u> or Subject	Business	Date:	07/01/20
Lesson Focus:	Finance – recap lesson		
Meaningful links to Curriculum			
Meaningful links to: Cross Curricular Responsibilities	literacy and numeracy		
Personal Targets (Linked to QTS and identified in weekly review)			
- Ensure that extra work is prepared for MAT students and that the work is challenging. - Ensure that past paper questions are marked to ensure AFL.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: - Understand that sources of finance can be internal and/or external - Explain internal sources of finance including owners capital, retained profit and sale of assets - Explain external sources/methods of finance including overdrafts, loans, share capital, venture capital, leasing, trade credit and debt factoring. - Calculate a budget and explain the reason why businesses use budget - Calculate a cash flow forecast

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	- Recap of what a budget is Q&A. - Give a bit of background of the Dognasium company	Answer questions and make notes on worksheet	Worksheet
Teaching & Core Learning	- Read through case study on the Welsh company The Dognasium as a class and ask students to highlight key points made. - Task 1 – Work in pairs or individually and create a budget for the Dognasium identifying some expenses and totalling them up. - Actual amounts given to students to fill in the column. Students will then need to complete the	-Highlight the case study and make notes - Join into pairs/individual work and complete budget column	- The Dognasium task workbook -Calculator

	variance column stating if the amount is favourable or adverse. - Explain the purpose of a budget - Task 2 – Exam past paper question AO1 and AO4 – “state one internal source of finance and one external finance. Discuss the benefits and drawbacks of each source of finance” ask students which AO this question has then ask to answer. - Task 3 – Complete cash flow forecast for The Dognasium for the next 6 months	- Complete the variance column and state whether the variance is favourable or adverse - Answer question on budgeting - Answer past paper question on source of finance using knowledge of examination techniques learnt from lesson before.	
Plenary	Revision Sheet – go through each section and have a discussion on topic and use examples. Q&A	Go through revision sheet and make notes of examples	- Electric white board - Revision sheet

Appendix 3 -. Task 1-3 The Dognaisum Finance lesson



The Dognasium is a specialist canine, rehabilitation and exercise centre, with daycare facilities located in Swansea. The Dognasium is somewhere you can bring your dog for structured fitness programmes or fun use of the free play areas and gym. We can help your dog improve pre or post-operative fitness and/or general fitness as well as help with ongoing physiotherapy, rehabilitation needs and weight management. We work with owners to improve social, mental and physical wellbeing of all dogs who attend The Dognasium.

The Dognasium is a hub for all dog owners in the area to access fun activities. We are passionate about offering something for everyone, all under one roof, so we have an array of services on offer alongside our tailored fitness programmes – dogs can enjoy the use of The Dognasium, join in our agility and training classes and you can enrol in learning opportunities that will help get the most out of the relationship with your dog.

To ensure the safety of dogs using The Dognasium, all dogs will undergo a thorough assessment upon enrolment in order for us to assess their energy levels, social behaviour and to check for any signs of aggression or unsociable habits.

Task 1 - Complete a budget for the Dognasium and state the variance analysis (Favourable/Adverse)

Task 2 – Give one internal and external example of sources of finance the Dognasium could use to improve it's cash flow and give advantage and disadvantage of each one.

Task 3 – Complete a cash flow forecast

Table 1 - Budget for March 2020

	Budget	Actual	Variance (Favourable/Adverse)
Revenue			
Sales			
Total revenue			
Expenses			
Wages			
Utility bills (Electric/Water/Heating)			
Total Expenses			
Excess or Deficit at month end			

Explain the purpose of a budget

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Task 2 - State one internal source of finance and one external source of finance that the Dognasium could use to improve its cash flow. Discuss the benefits and drawbacks of each source of finance.

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Table 2 - Complete the Cash Flow Forecast for The Dognasium for the next six months

	March	April	May	June	July	August
Revenue						
Cash Sales	4000	4000	4000	4750	5000	5500
Total Receipts						
Payments						
Wages	1000	1000	1000	1000	1000	1000
Electricity	50	50	50	50	50	50
Phone	20	20	20	20	20	20
Internet	30	30	30	30	30	30
Van and Insurance	500	500	500	500	500	500
Total Payments						
Net Cash Flow						
Opening balance	1000					
Closing balance						