

Appendices

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Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Sali Jones	Class:	Year 4/5
AoLE or Subject	Language	Date:	27/1/20
Lesson Focus:	Grammar		
Meaningful links to Curriculum	Year 4- Begin to craft their writing using the standard forms of English e.g nouns, adjectives, adverbs, prepositions, connectives and verb tense . Year 5- Craft their writing by using the standard forms of English e.g nouns, adjectives, adverbs, prepositions, connectives and verb tense .		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review)			
Communicate with parents <i>The importance of positive parent/carers involvement is understood and opportunities are taken to observe and evaluate processes.</i>			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: 1. Explain what a verb is- specifically past tense verbs. 2. Be able to use past tense verbs within sentences.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils' Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
1. Be able to understand and explain what a verb is. 2. Be able to identify a past tense verb. 3. Be able to contrast a sentence using past tense verbs.	1. Be able to tell a friend or a teacher what a verb is. 2. Be able to complete focus task correctly, picking out the past tense verbs within a sentence. 3. Be able to complete extension task, where they will need to

	come up with a sentence using a past tense verb.
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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)	Go through spelling test words. This week spelling words- commonly misspelt words. Ask the children what a verb is? Explain that we will be focusing on Past tense verbs, does anyone know what these are? Show video- https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z3dbg82 Technically the past perfect tense is constructed with <i>had</i> + past participle. It is simpler to say that it is constructed with <i>had</i> + the past simple tense (regular or irregular). Play activity on the IWB where children will come up and sort tenses into- past simple, perfect and past perfect tense.	Children to copy down spelling words into their homework books. Children in groups discussing verbs. Give Nelson grammar books out to the children.	- Interactive Whiteboard. - Nelson Grammar books. - Homework books
Teaching & Core Learning	Unit 15- Verbs page 34. Read out the blue box. Ask children to follow along with their finger. Go through past tense verbs. Look at the focus task. Go through these questions with the children. Ask for input. Have a look at the questions 1 and 2 of practice with the children and 1 and 2 of the extension. Ask the children to get their English books and make a start.	Follow sentences on page 34. Children write date, skill and context in their books the answer questions from focus, practice and extension.	Skill: Verbs Context: Grammar English books, pens/pencils

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Plenary	Recap over the past tense verbs. Give each table a verb together they need to give me the perfect and past perfect tense. Put exercise book answers on the IWB, children to swap books. Mark the answers and comment WWW and EBI	Each table must swap books with their partner. Peer assessment- 2 WWW and a EBI written below their work and initialled by the child. Children to initial- SA.	Peer assessment answers
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Appendix 2- Observational Schedule for Lesson 1 and 2

Name of student:

Aims of the session:

Date of session observed:

Name of observer:

Details of the session observed:

	Child A	Child B	Child C
Did the child come up with the feedback by themselves?	YES/ NO	YES/ NO	YES/ NO
Did the child swap books with someone on a different table?	YES/ NO	YES/ NO	YES/ NO
Verbal Feedback?	YES/ NO	YES/ NO	YES/ NO
Non-verbal Feedback?	YES/ NO	YES/ NO	YES/ NO

Did they use the success criteria which was created by the class on the board?	YES/ NO	YES/ NO	YES/ NO

Appendix 3- Semi Structured Interview Questions Interview 2

Semi-Structured Interview for 2nd interviews.

- 1) How do you think today's peer assessment went?

- 2) What did you like the most about giving verbal feedback?

- 3) What did you least like about giving verbal feedback?

- 4) What do you use the success criteria on the board to create the feedback you gave?

- 5) Did you find it easy/difficult to give verbal feedback?

- 6) Did verbal feedback help you to understand why you were given certain targets?

- 7) Did you prefer today's method of peer assessment or the way it was carried out yesterday?

8) How do you think we could make peer assessment better?

Appendix 4- Reflection Proforma1

Concrete Experience (experiencing something)	o What is the experience you plan to deliver?	We plan to teach a normal grammar lesson (past tense verbs) in the usual style of teaching that the children are accustomed to. We will then ask the children to peer assess each other work using "What Went Well... (WWW) Even Better If... (EBI)" format. The children will give two WWW's and one EBI.
Reflective Observation of the New Experience (Thinking about the experience)	- o How do you feel the lesson went? - o Did any issues arise during the lesson? - o Did everyone complete the aim of the lesson?	The lesson ran smoothly, and the children were fully engaged. They understood the skill they were learning and the success criteria that they would eventually be marking against. Each child completed the work given to them and peer assessed the work of another pupil using the above format.
Abstract Conceptualising (learning from the experience)	- o What changes could you make to better the lesson and the child's experience? - o What could be kept the same to ensure effective teaching?	From interviewing the three children, we discovered that they thought that it would be better to have verbal feedback, as well as written feedback, when carrying out peer assessment. They felt that they would better take on board the information given to them from WWW and EBI if the feedback was both written and then further discussed verbally.
Active Experimentation (putting into practice what you have learned)	o What is the new experience you plan to deliver having reflected on the previous experience?	For tomorrow's lesson, again, we plan to keep the lesson being taught (comprehension) in the usual teaching style that they are used to but amend the way they carry out peer assessment. The children will be asked to carry out peer assessment in the same way they have been asked today but when being asked to give back their peers book's we will ask them to give verbal feedback. Giving opportunity for pupils to understand WWW and EBI. This also gives opportunities for children to explain whether they agree or disagree with the feedback given.

Appendix 4- Reflection Proforma2

Concrete Experience (experiencing something)	What is the experience you plan to deliver?	For today's lesson, again, we plan to keep the lesson being taught (comprehension) in the usual teaching style that they are used to but amend the way they carry out peer assessment. The children will be asked to carry out peer assessment in the same way they been asked today but when being asked to give back their peers book's we will ask them to give verbal feedback. Giving opportunity for pupils to understand WWW and EBI. This also gives opportunities for children to explain whether they agree or disagree with the feedback given.
Reflective Observation of the New Experience (Thinking about the experience)	- How do you feel the lesson went? - Did any issues arise during the lesson? - Did everyone complete the aim of the lesson?	The day began with a few issues such as no internet. Once this issue was resolved the lesson began and it ran smoothly. The children were all on task and really engaging with the text and questions being asked of them. Everyone completed all their work and everyone gave What Went Well statements and Even Better If statements in the peer review activity. They then went on to discuss these statements with the person who's book they were marking.
Abstract Conceptualising (learning from the experience)	- What changes could you make to better the lesson and the child's experience? - What could be kept the same to ensure effective teaching?	From conducting the interviews with the children we discovered that there was an element of worry in giving the feedback verbally in case their partner did not agree with the statements that they gave. As teachers, we feel that we need to take away this worry. Although the children did admit that they thought the verbal feedback gave more information and clear guidance as to how to improve their work. We could do this by running more in-class activities that boost confidence in giving verbal feedback.
Active Experimentation (putting into practice what you have learned)	What is the new experience you plan to deliver having reflected on the previous experience?	We would like to run an activity in class which concentrates on giving verbal feedback to their peers. We hope that this will give them more confidence in doing this. The more children become used to giving verbal feedback to their peers, the more confident they will be in doing this in future. The activity will ask the children to give both written and verbal feedback to their peers, specifically concentrating on giving enough detail in their written feedback that if a child was to look back on feedback they would remember what was said, and then giving the children abilities to give verbal feedback confidently.

Appendix 5- Information Sheet

INFORMATION SHEET

PROJECT TITLE: How can we improve the feedback given to Year 4 and 5 pupils through peer assessment?

Dear Parent / Guardian,

Our names are Rhian Jones and Sali Jones, and we are studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. We are currently student teachers within Ysgol Golwg y Cwm.

We would like to invite your child to participate in our research project. The title of the project is *How can we improve the feedback given to Year 4 and 5 pupils through peer assessment?*. We aim to conduct a lesson, as normal, and carry out a new method of peer assessment with the children at the end. We hope that this will help the children gain a better understanding from the feedback that they are given.

We will be observing the children in the class during the peer assessment process. Following this we will interview the children to discuss how they found the new method of peer assessment. The interview will be recorded on a Dictaphone for us to pay full attention to your child's answers.

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, we 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 our university OneDrive storage account and all raw data will be destroyed once the assessment has been marked.

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

Yours sincerely,

Rhian Jones & Sali Jones

Appendix 6- Consent Form

CONSENT FORM (PARENTS)

PROJECT TITLE: How can we improve the feedback given to Year 4 and 5 pupils through peer assessment?

Name of Researcher: Rhian Jones & Sali Jones

Please initial box

1.I confirm that I have read and understood the information sheet dated 20/01/2020 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

When completed, please return to

Mrs A. Griffiths by the 23rd of January 2020.

Thank you.

Appendix 7- Children Assent Form

Assent Form

We would like to find out how we can improve feedback given to you from your class friends. We will teach you as normal but will try a new way of doing peer assessment. This will be by using “*What Went Well... Even Better If...*” WWW... EBI...

We will be observing you in class to see how this type of peer assessment helps you to find out how to improve your work. We will then think about how we could make this even better from your feedback.

We will let you know at the end of our study what we have found out.

Thank you,

Miss Jones & Miss Jones

Appendix 8- Lesson Study Lesson Plan 2

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Rhian Sian Jones	Class:	Year 4/5
AoLE or Subject	Language	Date:	28.1.2020
Lesson Focus:	Reading Explorer – Tommy’s Little Battle, Part 1		
Meaningful links to Curriculum	Year 4 (LA)- accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text Year 4 (HA) - accurately identify the main points and supporting information in texts Year 5 – show understanding of main ideas and significant details in texts		
Meaningful links to: Cross Curricular Responsibilities			
Personal Targets (Linked to QTS and identified in weekly review) The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: 1. Read and pick out information from the comprehension. 2. Answer questions in full sentences.

Success Criteria (clearly linked to each Learning Objective and related to the process and/or product of learning)	Assessment of Pupils’ Learning Evidence (What have the learners to say/write/do/produce – to demonstrate learning)
1. Carefully read the comprehension and pick out important information. 2. Read questions and write out answers in full sentences.	1. The children should be able to underline key information from the text. 2. The children should be able to use the question to write out an answer in full sentences.

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)	Have a look at your "Tommy's Little Battle" sheet. Just read the title of the poem. Who is the main character? What do you think he'll be like? What do you think they mean by "little battle"? How many verses does this poem have?	Children sat at tables facing interactive whiteboard. Give each child a differentiated comprehension sheet.	Interactive whiteboards. Skill & Context. Differentiated comprehension sheets. Write Stars, champions and whizz kids. Stars - accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text Champions - accurately identify the main points and supporting information in texts Whizz Kids – show understanding of main ideas and significant details in texts
Teaching & Core Learning	Now I want you to read the whole poem. Underline key words and anything you think might be important. USE A RULER TO UNDERLINE!! Go through Essential Vocabulary with them. Ask the questions, get them to really think about it. Use the questions from the reading explorer book. Go through the main questions. These are typed up on a separate document. Write success criteria with the children on the whiteboard. Remind them that they will be marking each others work against this criterion.	Children sat reading through comprehension, underlining important/key information. Go through the questions on the whiteboard with the children. Make sure they understand the questions. Ask them to answer questions in full. Give ideas for success criteria. Children sat at tables ready to listen to the work of others. Books to be put in marking tray after WWW and EBI.	Language books, comprehension sheet, pen/pencil.
Plenary	Peer Assess- WWW & EBI. Ask the children to swap books and use the success criteria to mark their work. From this they must then sit with the person they swapped books with and go through the comments that they gave them. Do they agree with the points they've been given?		Books & pen/pencil.