

Part 3 - Appendices

Appendix 1 – Lesson 1 Observation

Observation Sheet

Date: 03 February 2020

Year Group: Year 9

Subject: English

Lesson: Lesson 4 (12:15 to 13:15)

Research Question: Do classes of mixed ability students affect student behaviour?

Student A – Lower ability student

Student B – Higher ability student

1. What is the level of focus of the students? On task or talking to their friends?

At the start of the lesson as students were entering the classroom and settling down for lesson, a lot of students were talking to each other, lots of chatter. Students needed to be settled, student teacher used countdown method which worked and settled the class.

Students appeared initially to be focused on listening to the lesson objectives and lesson focus, including both student A and student B.

Students towards the back of class did begin to talk as other students were asking questions about the lesson objectives.

Student A appeared distracted initially for a few minutes and was talking to others but then gained focus when student teacher reminded whole class of need to focus and appeared to maintain this throughout the lesson, head was down and appeared to be concentrating on the work trying to complete the task.

Student B appeared to be on task and focused on the learning however did become distracted at points during the lesson (they had a number of students on their table who were talking) but did regain focus and complete the work once reminded, as a class, by student teacher of need to focus.

2. What is the students body language? (e.g. sat up straight, sloughing etc)?

Initially the majority of students, including student A and student B were sat up straight.

During the lesson a number of students were fidgeting, one student was leaning back in their chair and had to be asked several times to stop, one student had their head down on the desk and had to be asked to sit up.

Student A and student B had body language to suggest that they were mostly focused on the lesson (i.e. sat up and paying attention on listening to instruction from the student teacher and concentrating on writing when on task).

3. Is there any disruption by the students (i.e. shouting out)?

Initially all students raise their hands to ask a question or wait for verbal cue from student teacher that they can ask a question.

During task (which students are instructed to do independently and quietly) there is a level of disruption by a small number of students. These students appear unfocused and are talking to each other and across the class. Student teacher has to spend a significant amount of time speaking to these students individually to try and get them to focus on completing the task.

When the class is addressed as a whole and reminded of the need to focus they do initially but a handful return to low level disruptive behaviour. This disruption appears to affect students either directly (as being directly disturbed by those students) or indirectly (as students are distracted from the task due to the noise or as student teacher has to remind class of need to stay on task).

Class teacher also had to interject at one point to remind whole class of need to complete the work and the importance of doing so as this was a marked task.

Student B at times appears to be distracted by disruption on their table, at times is laughing with other students. Student A is not disruptive.

4. What is the level of oral feedback by the students (i.e. on task, not task related)?

Majority of students raise their hands to ask questions and to answer questions. All questions are task related.

Student B asks a number of questions using a hands up approach. Student A asks no questions.

General/Reflection:

Is time of day a consideration i.e. lesson 4 immediately before lunch?

Were their personal issues injecting for those students who were disruptive/not on task?

Were all students clear on what they needed to do? – consider for next lesson?

Did some students require scaffolding to assist? – consider for next lesson?

Were lesson objectives clear? – consider revising and making absolutely clear for next lesson?

Were students clear on what they needed to do in order for the task to be successful? i.e. were they clear on what 'success' looks like? – consider for next lesson?

Was student A clear on what they were doing? Did they not ask any questions because they were comfortable with the work or because they are not confident to speak out?

Was student B clear on what they were doing? Did they ask questions because they wanted to make sure they were completing the task as required? Were they challenged?

Appendix 2 – Lesson 2 Observation

Observation Sheet

Date: 03 February 2020

Year Group: Year 9

Subject: Business

Lesson: Lesson 5 (14:05 to 15:05)

Research Question: Do classes of mixed ability students affect student behaviour?

Students A & B – Lower ability students

Students C & D – Higher ability students

What is the level of focus of the students? On-task or talking to their friends?
- On-task, straight onto the starter as soon as they enter the room - Some students are turning around and talking - Student A fiddling with a pen for a long period of time (Lower) - Students writing the correct work down - All students focused on trying to answer the questions - Students in the back quietly talking, however, they are on task - Students looking around - Student B drinking, however, on task after finishing his drink (Lower) - Student C and D was on task throughout the lesson, they were not distracted (Higher)
What is the student's body language (e.g. sat up straight, slouching etc.)
- Start of the lesson sat up - Student B hand on the head - All students writing, all focused - Student C and D was sat up straight, was not slouching - Both student C and D seemed to be focused and determined
Is there any disruption by the students? (e.g. shouting out)
- Low disruption by students - Student's talking about the topic (Student sat at the back) - Some talking across the room - Shouting out before reading out the questions
Level of oral feedback by the students? (e.g. on-task, not task-related)
- All students on task, answering the questions with relevant responses - All questions asked by the students is related to the topic
General
- Students at the front sometimes off-topic - Overall all students on the topic - Some talking when the teacher is talking - Some students turning around and talking, both on-topic and off-topic - Whistling and low-level disruption

Appendix 3 – Lesson 1 Focus Group

Focus Group

Date: 03 February 2020

Year Group: Year 9

Subject: English

Location: Lesson classroom

Time: 13:15 to 13:30

Facilitators: Student teacher and non-participant observer (note: class teacher also present in the room).

Participants: Student A – Lower ability student

Student B – Higher ability student

Research Question: Do classes of mixed ability students affect student behaviour?

Question 1: Can you describe what you think is meant by good/acceptable behaviour in class?

Response 1: Means following the school rules (student B).

Means not getting distracted (student A).

Q2: Can you describe what you think is meant by bad/unacceptable behaviour in class?

R2: Messing around (student B).

Distracting others (student B).

Not doing as the teacher says (student A).

Q3: How do you think the behaviour in the lesson affected your own behaviour?

R3: You can learn from others when behaviour is good (student A).

Can be distracting and tempting to join in when behaviour is not good but need to think about the consequences of joining in (student B).

Q4: Do you think the behaviour of others (positive/negative) affects your learning?

R4: Yes (student A and B).

Q5. If so how?

R5: Can follow through to the next lesson as if you don't understand what's being taught or what you need to know it can be hard then to understand in the next lesson what you need to do (student A).

Can have a negative effect, it can make it difficult to concentrate on the task, on what you are supposed to be doing and can make it difficult to ask questions (student B).

Q6. What factors do you think affects the behaviour in the class?

R6: The atmosphere can have an effect, for example how everyone else is behaving (student B).

How someone's behaviour has been that day can have an affect (student A).

Appendix 4 – Lesson 2 Focus Group

Focus Group

Date: 04 February 2020

Year Group: Year 9

Subject: Business

Location: Lesson classroom

Time: 13:25 to 13:35

Facilitators: Student teacher and non-participant observer (note: class teacher also present in the room).

Participants: Student A – Lower ability student

Student B – Higher ability student

Student C – Higher ability student

Research Question: Do classes of mixed ability students affect student behaviour?

Question 1: Can you describe what you think is meant by good/acceptable behaviour in class?

Response 1: Means listening (student C).

Means not getting distracted (student B).

Q2: Can you describe what you think is meant by bad/unacceptable behaviour in class?

R2: Shouting out (student B)

Talking back to the teacher (student A)

Using inappropriate language (student C)

Being disruptive (student C)

Q3: How do you think the behaviour in the lesson affected your own behaviour?

R3: You can be distracted by negative behaviour (student C).

Good/positive behaviour can help you to do your own work because you learn (student C).

Q4: Do you think the behaviour of others (positive/negative) affects your learning?

R4: Yes (student A, B and C).

Q5. If so how?

R5: You can listen more when not distracted (student B)
You can hear more of what the teacher and other students are saying when behaviour is good (student C)
Positive behaviour can make others want to behave better (student C)
When you are distracted it can tempt you to not do your work (student C)

Q6. What factors do you think affect the behaviour in the class?

R6: Time of day (student C).
Interest in the topic (student B).
Enthusiasm of the teacher (student C)
Personal issues (student C)

Appendix 5 – Lesson 2 ARC Model for Reflection

Assisted Reflective Conclusions (ARC) Model

Date: 04th February 2020

Lesson Study Focus: Do classes of mixed ability students affect student behaviour?

<i>Experience</i>	
Feelings <i>What are your feelings regarding the experience?</i> - "How do you think the lesson went? What went well?" - Do you think you were able to gather enough sufficient information to help with the research? - Have you helped make the students feel comfortable enough although they are being observed? - What can be improved if this research was repeated?	I feel that the lesson was well planned and delivered as planned. I feel that the majority of students were engaged however I feel that I could be stronger and more consistent with classroom management and not allow a small number of students to dominate. I feel that the behavior of this small handful of students has a negative effect on the learning of other students. This is both because it is disruptive to the lesson but also because they dominate discussion which is not always focused on the learning or the specific tasks. I do not think the lesson enabled us to gain sufficient information to help with the research, it was difficult to gain a useful insight on the basis of only one lesson and I believe would be useful to repeat the lesson study methodology over a number of lessons and possibly a number of subjects. It would also be useful to expand the group of teachers involved in the lesson study in order to allow teachers to be more focused in their observations. In the lesson the observer was required to observe the behaviors of four students which could be challenging. The use of focus groups was useful and allowed us, as researchers, to gain a better understanding of how students view behavior in class. I think students felt comfortable being observed, they are used to seeing adults in the classroom environment and I was careful to explain to them beforehand what was happening and that they were being observed. I think the students were comfortable participating in the focus group although there is a risk that they would not be comfortable to answer the questions fully due to the nature of the subject.
Remember and Understand <i>"Putting the lesson into context"</i>	The lesson being delivered and observed was a revision lesson and as such the content had already been taught to students. The lesson was also the last lesson of the school day which can have impact on general student behavior.
Evaluate and analyse <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	I would keep the lesson plan the same as I believe it included a mix of activities and achieved a balance between teacher led and student led activities. I would however revise the content of the activities in order to achieve effective differentiation. It is possible that the mis behavior in the class and subsequent

<i>“What could be changed to ensure effective teaching and learning in the future?”</i>	disruption is due to students either finding the work too easy or finding it too difficult.
Conclusions and actions <i>“What are your possible solutions to the issue identified?”</i> <i>“What could be done next?”</i>	To be more confident and consistent in enacting the school behavior policy and to manage directly those students that are being disruptive. To ensure that lessons are planned to ensure that all learners needs are allowed for. To make sure that there are extension strategies for students of high ability and appropriate scaffolding for students of low ability.
<i>Transformed experience</i>	

Appendix 6 – Lesson 1 Lesson Plan

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Sadia Begum	Class:	Year 9
AoLE or Subject	English	Date:	02/02/2020
Lesson Focus:	Planning and writing their assignment		
Meaningful links to Curriculum	Use paragraphs and sections to give coherence to longer pieces of writing		
Meaningful links to: Cross-Curricular Responsibilities	Literacy - Writing		
Personal Targets (Linked to QTS and identified in weekly review)			
- Behaviour management			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: • To be able to create a plan for the written assignment • To be able to write a lively article

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)
• Create a plan, which covers three main points • Create success criteria, to understand what is needed when writing their assignment	• Writing a lesson plan • Writing success criteria • Writing their assignment

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points and key questions differentiation strategies,)	Pupil Tasks (Pupils' role -including engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	➤ Welcome the students at the door ➤ Settle the students down – coats off, pens out ➤ Hand students their books ➤ As this is an assignment no starter, straight into introducing what they will be doing ➤ 5 minutes		
Teaching & Core Learning	➤ Explain to the students what is needed when they are creating their plan (3 minutes) ➤ Take ideas from the students on what they can write about ➤ Show them an example of the lesson	➤ Students will provide ideas – what to write about ➤ Students will create their own lesson plan ➤ Students will create a success criteria – provide ideas ➤ Students will write their assignment	

	plan I have created ➤ Have students write their own plan 15 minutes ➤ Students will provide ideas of what is needed to be included in a successful success criteria ➤ Create a success criteria with the students 5 minutes ➤ Write their own article for the assignment 33 minutes		
Plenary		.	

Appendix 7 – Lesson 2 Lesson Plan

Lesson Plan Phase 1

Lesson Plan – Step 1 Cynllun Gwers – Cam 1

Student-teacher	Joanne Hughes	Class:	Yr 9 Business
AoLE or Subject	Business - Humanities	Date:	03.02.2020
Lesson Focus:	Forms of Business Ownership – Revision Lesson		
Meaningful links to Curriculum	Students should be able to identify and define different types of business ownership and list advantages and disadvantages of each.		
Meaningful links to: Cross Curricular Responsibilities	Literacy – Reading/writing		
Personal Targets (Linked to QTS and identified in weekly review) Confidently manage classroom discipline.			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: TPSBAT • Define the key terms of the unit. • Identify the advantages and disadvantages of the different types of business ownership. • Apply knowledge to a set of questions.

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)
• Define the key terms of the unit. • Identify the advantages and disadvantages of the different types of business ownership. • Apply knowledge to a set of questions.	• Sentence unscramble – define partnership. Memory challenge (note down and define key terms). • Answer questions in booklet and then class discussion and class review of answers. • Review responses to questions as per class booklets.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including differentiation strategies, key teaching points and key questions)	Pupil Tasks (Pupils' role - engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Begin the lesson with an 'unscramble the sentence' exercise to give a definition of a partnership and to identify an advantage and disadvantage of sole traders and partnerships. This will re-cap learning from previous lesson. Students will be given a worksheet to note responses down. Powerpoint will be used as a visual stimuli. Talk students through lesson objectives. (Approx 6 mins)	Students required to provide responses on a pre prepared worksheet. Students attention to focus on objectives.	Worksheets & powerpoint
Teaching & Core Learning	Students will be asked the question 'what is an Ltd? What is a PLC?'. This will be followed by a class discussion on identifying each of these key terms to draw on existing knowledge. (Approx 4 minutes) There will then be a 'memory challenge' exercise. Students will be shown 10 key terms which will disappear after 30 seconds, students will then be asked to list the terms and define them. Teacher will ask around classroom how many students got, each term will be read out and a definition sought from students. (Approx 6 mins) Students will then be asked to answer the questions on pages 20 and 21 of their white workbooks (i.e. advantages and disadvantages of Ltd's and PLC's). This will be followed by a class review and discussion of answers and modelling on powerpoint of possible answers. Teacher will also use this as an opportunity to	Student attention to focus on learning. Questioning around the classroom will be used to help and assist students then proceed onto questioning to the class as a whole. Student attention to focus on challenge and then note down responses. Questioning will be used to whole class for answers. Student attention to answer questions in the workbook in silence. Students will then be required to concentrate to ensure they have correct answer and to participate in class discussion.	Powerpoint Paper to note down key terms and definitions Student workbook.

	develop higher order questioning in the class through prompting of responses (i.e. if a student identifies legal formalities as a disadvantage prompt with questions such as what are the formalities? Why do you think they are a disadvantage etc). (Approx 10 minutes) Students will then be asked to carry out a sorting exercise identifying which statements refer to PLC's, to Ltd's and which to both. This will be done by giving students a venn type diagram with the different statements on separate pieces of paper and asked to place the statements in the relevant circles or in the intersection. This will be followed with a class discussion to identify the correct responses and modelled on the board (via powerpoint), students will also be asked to write down the correct responses directly onto the venn diagram as provided. (Approx 12 minutes) Finally students will be asked to answer the multiple choice questions on pages 13 and 14 of their yellow workbooks. This will be followed a class review of the correct answers. (Approx 8 minutes)	Students to work in pairs to complete task. Correct answers will be identified as a group on powerpoint. Students then required to focus to add correct responses to the A4 sheets of the venn diagram. Students to work independently to complete task. Correct answers will be identified as a group on powerpoint.	A4 sheets with venn diagram, statements and powerpoint. Student workbooks and powerpoint.
Plenary	A '20 questions' exercise will be run. A student will be asked to volunteer to answer the first question, once answered they will then nominate the next student to answer and so on. All questions will be based around content as per the lesson and previous relevant learning. (Approx 5 mins).	Students will need to focus on questions to be able to provide a response.	Powerpoint.