

How effective are mini plenaries
in retaining the engagement of
year 5 & 6 pupils?

1903057

Appendices

Appendix 1: Lesson Plans

Appendix 1A: Lesson Study 1

Student-teacher	Leoni Emanuel	Class:	Year 5
AoLE or Subject	Language, literacy and communication	Date:	03.02.20
Lesson Focus:	Understand and use direct speech and indirect speech in writing.		
Meaningful links to Curriculum	- <i>Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.</i> - <i>Connect and apply their knowledge and skills to create ideas and products.</i> - <i>Express ideas and emotions through different media.</i>		
Meaningful links to: Cross Curricular Responsibilities	- <i>Use the full range of punctuation to guide the reader in complex sentences, e.g. commas, bullet points, speech marks and apostrophes for possession.</i>		
Personal Targets (Linked to QTS and identified in weekly review)			
- Managing the learning environment (timing) (behaviour) - Differentiation			

Learning Objectives (focus on Learning- use accessible vocabulary):
The pupils will learn to: 1. Be able to write sentences using direct speech. 2. Be able to understand the difference between direct and indirect speech. 3. Be able to change direct speech to indirect speech.

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. Understand how to write and punctuate using direct speech in sentences. 2. Be able to explain the difference between direct and indirect speech. 3. Be able to change direct speech to indirect speech sentences.	1. I understand and can use direct speech in sentences with punctuation. 2. I can explain the difference between direct speech and indirect speech. 3. I can re-write direct speech as indirect speech.

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)	(In Sa
Opening phase (with links to prior learning) 10 mins	Discuss lesson objectives. Refer to prior lesson: ➤ What is direct speech? ➤ What does direct speech always have? ➤ What is inside the speech marks? Ask children to point out direct speech sentences on the board.	Offer ideas they can remember from the last lesson. Volunteer to point out a direct speech sentence on the board.	
Teaching & Core Learning 40 mins	Recap on direct speech characteristics from the last lesson. <u>Task:</u> Write direct speech sentences. Introduce indirect speech. On the board show the children how to change direct speech into indirect speech. Ask children to suggest how to change direct speech sentences into indirect speech. Children to re-write direct speech sentences into indirect sentences.	Listen to the teacher recap on direct speech. Write direct speech sentences Differentiation: - High ability 6 sentences. - Mid ability 4 sentences. - Lower ability 2/3 sentences. Listen to the teacher explain indirect speech. Suggest how to re-write direct speech as indirect speech. Re-write direct speech sentences and change them to indirect speech sentences.	

Plenary	Success Criteria: Have we met it?	Vote: show thumbs - up, down, not sure	
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Appendix 1B: Lesson Study 2

Cynllun Gwers – Cam 1 Cynllun Gwers

Darpar Athro	Alexandra O'Brien	Dosbarth:	6
Maes Dysgu a Phrofiad neu Bwnc	Cymraeg	Dyddiad:	06.02.2020
Ffocws Gwers:	Treiglo ar ôl arddodiad		
Cysylltiadau ystyrion â'r Cwricwlwm	<u>Llythrennedd:</u> -Treiglo'n gywir ar ôl arddodiad a rhagenwau, gan ddechrau dod yn ymwybodol nad yw pob llythyren yn dilyn y drefn arferol e.e. y llinell -Ymarfer ar lafar cyn ysgrifennu -Siarad a gwranddo'n unigol, fesul pâr, mewn grwpiau ac fel aelod o ddosbarth -Gwranddo'n ofalus ar gyflwyniad gan ddangos dealltwriaeth o gasgliadau'r siaradwyr -Ystyried yr hyn maent yn ei ddarllen gan ymateb ar lafar ac yn ysgrifenedig i'r iaith a defnyddiwyd <u>4 Diben:</u> <u>Dysgwyr Uchelgeisiol galluog:</u> -Yn gosod safonau uchel i ni ein hunain ac yn chwilio am heriau -Yn ymhongar ac yn mwynhau datrys problemau		

Cysylltiadau ystyrlon â: Chyfrifoldebau trawsgwricwlaidd	<u>Llythrennedd:</u> -Treiglo'n gywir ar ôl arddodiaid a rhagenwau, gan ddechrau dod yn ymwybodol nad yw pob llythyren yn dilyn y drefn arferol e.e. y llinell -Ymarfer ar lafar cyn ysgrifennu -Siarad a gwrandao'n unigol, fesul pâr, mewn grwpiau ac fel aelod o ddosbarth -Gwrandao'n ofalus ar gyflwyniad gan ddangos dealltwriaeth o gasgliadau'r siaradwyr -Ystyried yr hyn maent yn ei ddarllen gan ymateb ar lafar ac yn ysgrifenedig i'r iaith a defnyddiwyd
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Amser	Gweithgareddau/Methodoleg/Cysyniadau Allweddol (Rôl yr Athro – gan gynnwys pwyntiau dysgu allweddol a chwestiynau allweddol)	Tasgau Disgyblion (Rôl disgyblion – gan gynnwys strategaethau gwahaniaethu, ymgysylltu ag asesu ffurfiannol a gwaith cartref)	Adnoddau (Gan gynnwys gofyniad lechyd a Diogelwch)
Cyfnod agoriadol (gyda chysylltiadau â dysgu blaenorol)	<u>Byddaf wedi/yn:</u> -Croesaw'r disgyblion i'r dosbarth -Esbonio'r nod y wers: Adnabod sut i dreiglo'n feddal -Gofyn i'r disgyblion beth maent yn gwybod am y treigladau meddal? -Gofyn i'r disgyblion i drafod am funud fel pâr -Gofyn i'r disgyblion i ysgrifennu'r oll maent yn gwybod ar bapur A4 (Bydd y taflenni wedi eu gosod ar y byrddau cyn i'r wers dechrau) -Rhannu'r Meini Prawf Llwyddiant efo'r disgyblion -Rhoi cyflwyniad o Dreigladau Meddal -Dangos fideo treiglo meddal i'r disgyblion -Esbonio'r arddodiad yn fanwl -Gofyn i'r disgyblion i enwi'r arddodiaid -Cwestiynu'r disgyblion i sicrhau eu bod yn cymryd rhan yn eu dysgu -Esbonio'r llythrennau sy'n newid wrth dreiglo'n	<u>Bydd y disgyblion yn:</u> -Dod i fewn i'r dosbarth yn dawel -Eistedd efo eu partneriaid dysgu -Trafad efo partner beth maent yn gwybod yn barod am 'Treigladau Meddal' -Ysgrifennu eu dealltwriaeth o'r Treigladau Meddal ar bapur A4 -Adrodd nôl i'r dosbarth -Deall nod y wers a'r Meini Prawf Llwyddiant -Gwrandao ar gyflwyniad o Dreigladau Meddal -Gwyllo a gwrandao ar fideo (can i gofio'r treigladau) -Deall yr arddodiaid a chystawennau -Cymryd rhan yn y wers gan ateb cwestiynau -Gweithio fel dosbarth i gwblhau enghraifft ar y bwrdd gwyn -Cwblhau gweithgaredd unigol -Gofyn cwestiynau	-Glinaduron -Cyflwyniad (pwerbwynt) -Enghraifft o waith (WAGOLL) -Taflenni gwybodaeth Cymraeg

Addysgu a Dysgu Craidd	<u>Gweithgaredd:</u> -Byddwn yn dosbarthu taflen sydd yn dangos yr arddodiad a hefyd y cystrawennau (cyn y wers) -Dosbarthu paragraff ysgrifenedig o waith sydd HEB unrhyw dreigladau -Bydd y disgyblion yn gallu defnyddio'r daflen gymorth os oes angen er mwyn cywiro'r paragraff -Bydd disgwyliad i'r disgyblion i uwch oleuo'r gair sydd heb dreigladau ac ysgrifennu'r llythyren gywir uwchben -Modelu ar y bwrdd gwyn cyn i'r disgyblion dechrau -Annog annibyniaeth wrth gwblhau'r dasg -Mini plenary: Asesu a bwydo yn ôl beth maent wedi dysgu -Dyma gyfle i'r disgyblion i ofyn cwestiynau ac i'r athrawes i sicrhau bod pawb ar drac <u>Tasg:</u> -Dosbarthu'r dasg ysgrifenedig -Gofyn i ddau ddisgybl i ddosbarthu'r llyfrau Cymraeg -Ysgrifennu enghraifft ar y bwrdd gwyn a chwblhau fel dosbarth -Modelu sut i ysgrifennu'r cwestiynau yn eu llyfrau Cymraeg -Modelu sut i ateb y cwestiynau e.e. Defnyddio pen coch i ysgrifennu'r treigladau cywir -Esbonio'r dasg her sydd yn ychwanegol ar ôl iddynt	-Edrych ar daflen gymorth cyn dechrau -Sylwi sut mae'r athrawes wedi modelu ar y bwrdd gwyn -Darllen y paragraff sydd HEB dreigladau -Defnyddio'r taflen cymerth -Uwch oleuo'r gair sydd heb dreiglo -Ysgrifennu'r llythyren gywir ar ben y gair -Gweithio'n annibynnol i gwblhau'r dasg -Ysgrifennu'r dyddiad a nod y wers yn y llyfrau Cymraeg -Edrych ar sut mae'r athrawes yn modelu'r gwaith er mwyn gwybod sut dyle'r gwaith cael eu gosod yn y llyfrau -Adnabod disgwyliadau'r dasg -Gofyn am gymorth -Gofyn cwestiynau -Gwrando ar gyfarwyddiadau'r dasg her	-Taflen gymorth -Taflen gweithgaredd -Pen -Uwchaleuydd -Tasg ysgrifenedig (taflen o waith) -Llyfrau Cymraeg - Taflenni her
	<u>fel dosbarth</u> -Modelu sut i ysgrifennu'r cwestiynau yn eu llyfrau Cymraeg -Modelu sut i ateb y cwestiynau e.e. Defnyddio pen coch i ysgrifennu'r treigladau cywir -Esbonio'r dasg her sydd yn ychwanegol ar ôl iddynt orffen <u>Her:</u> -Creu brawddegau sy'n gynnwys arddodiad a chystrawennau -Gwahaniaethu: - Grŵp Top = 10 brawddeg - Grŵp Canol = 8 brawddeg - Grŵp Gwaelod = 5 brawddeg -Holi a oes unrhyw gwestiwn	-Gwrando ar gyfarwyddiadau'r dasg her -Dangos dealltwriaeth: bodiau i fyny, lawr yn y canol	Taflenni her
Sesiwn Gloi	-Gofyn i'r disgyblion i orffen y frawddeg maent yn wneud -Sicrhau bod pawb yn stopio ac yn gwrando -Gofyn i'r disgyblion i dcluso ac i ddod 'nôl i eistedd -Cwis treigladau meddal -Gofyn ac mae'r disgyblion yn gallu meddwl am un frawddeg sy'n gynnwys o leiaf un arddodiad a chystrawen -Canmol y disgyblion -Sut mae'r disgyblion yn teimlo am y wers? -Dioch i'r disgyblion am eu gwaith -Rhvddhâi'r disgyblion yn drefnus	-Gorffen eu brawddegau -Gwrando ar gyfarwyddiadau -Dacuso'r dosbarth -Eistedd yn eu seddi -Cymryd rhan mewn cwis treigladau meddal -Rhannu brawddegau sy'n gynnwys arddodiad a chystrawen -Dangos bodiau (i fyny, lawr neu yn y canol) -Ymateb i'r cwestiwn sut ydych yn teimlo am y wers? (ar lafar) -Gadael y dosbarth yn drefnus	-Cwis Treigladau Meddal

Appendix 2: Observation Timetables

Appendix 2a: Lesson study 1 observation timetable

8:30am	Meet with Research partner
9:00am	Lesson Study
12:05pm	Semi-structured Interviews
12:20pm	Discuss findings and review the lesson with the Research partner

Appendix 2b: Lesson study 2 observation timetable

10:30am	Meet with Research partner
11:00am	Lesson Study
12:05pm	Semi-structured Interviews
12:20pm	Discuss findings and review the lesson with the Research partner

Appendix 3: Observation Sheets

Appendix 3A: Lesson study 1 observation sheet – Scale of Involvement

Content of involvement levels	Child A		Child B		Child C	
	Before plenary	After plenary	Before plenary	After plenary	Before plenary	After plenary
Extremely low Simple activity, repetitive and passive. The child appears absent with no energy. They are likely to stare into space and/ or look around at what others are doing.						
Low Frequent interrupted activity. The child will engage in some activity but there will be moments of non-participation in which they may stare into space or become distracted by what is happening around them.						
Moderate Mainly continuous activity. The child is engaged in the activity at an average level, however, shows minimal sign or real involvement. Some progress is made in the activity although they do not appear to have high energy or concentration levels, allowing for easy distraction.					✓	
High The child participates in continuous activity and sometimes shows intense moments of involvement. They are not easily distracted by surroundings.	✓	✓	✓	✓	✓	✓
Extremely high The child demonstrates a continuous and intense level of activity showing the greatest involvement. They demonstrate high levels of concentration, creativity and energy, consistently focused for most of the activity.	✓					

Any additional comments			
	➤ Child A was on task and appearing to show very high levels of involvement, paying attention to the teacher at the beginning of the lesson. ➤ She continued to work on task, only distracted slightly by other students. ➤ During the plenary she paid attention to the teacher and was highly engaged. ➤ Following this child A was highly involved with the task and worked consistently for the remainder of the lesson, demonstrating little evidence of distraction.	➤ Child B showed high levels of engagement during the teacher's introduction. ➤ This continued during the task as he appeared to be working consistently. Although, he did begin to talk with a fellow student while working as the task came to an end. ➤ During the plenary child B was highly engaged listening to the teacher's explanation. ➤ Child B was highly engaged with the task following this and showed minimal signs of distraction, as discussion with fellow students was based on the task. He continued working well for the remainder of the lesson.	➤ Child C was highly involved at the beginning of the lesson and paid attention to the teacher. ➤ This continued for the task but after some time, child C was off-task and taking to another pupil, appearing distracted. ➤ Child C's attention was regained during the mini plenary as he was listening and engaged. ➤ After this, he proceeded to work well and demonstrated high levels of engagement, showing little signs of distraction. He began talking with another pupil towards the end of the lesson after having spent a good amount of time on task.

Appendix 3B: Lesson study 2 observation sheet – Scale of Involvement

Content of involvement levels	Child A		Child B		Child C	
	Before plenary	After plenary	Before plenary	After plenary	Before plenary	After plenary
Extremely low Simple activity, repetitive and passive. The child appears absent with no energy. They are likely to stare into space and/ or look around at what others are doing.						
Low Frequent interrupted activity. The child will engage in some activity but there will be moments of non-participation in which they may stare into space or become distracted by what is happening around them.						
Moderate Mainly continuous activity. The child is engaged in the activity at an average level, however, shows minimal sign or real involvement. Some progress is made in the activity although they do not appear to have high energy or concentration levels, allowing for easy distraction.			✓		✓	
High The child participates in continuous activity and sometimes shows intense moments of involvement. They are not easily distracted by surroundings.	✓		✓	✓	✓	✓
Extremely high The child demonstrates a continuous and intense level of activity showing the greatest involvement. They demonstrate high levels of concentration, creativity and energy, consistently focused for most of the activity.	✓	✓				

Any additional comments			
	➤ Child A appeared eager to learn throughout the lesson. ➤ She did not show any signs of distraction, she only spoke to other students if they asked a question in relation to the work. ➤ Child A was writing a couple of times when the teacher was explaining during the mini plenary, but she also looked up and paid attention. ➤ After the mini plenary <u>child A</u> demonstrated very high levels of involvement, was on task and working consistently for the duration of the lesson.	➤ Child B showed high levels of involvement at the start of the lesson, listening to the teacher's explanation. This continued during the activity. ➤ However, after a little time he began talking to a fellow student, appearing slightly distracted not fully concentrated on the task but after the teacher intervening, he quickly returned to the task and appeared highly engaged. ➤ During the plenary child B was again showing high levels of involvement, paying attention to the teacher, this continued until the end of the lesson as he remained on task.	➤ Child C began the lesson demonstrating high levels of involvement, listening to the teacher's instructions. ➤ However, after spending time on the task she began talking with a fellow pupil and did not write for a short space of time, appearing moderately involved. ➤ During the plenary, her attention to the teacher and the task was re-established and she was highly engaged. ➤ After the plenary child C was on task and continued working, although she was slightly distracted at the end of the lesson and again began talking at times with a fellow student.

Appendix 4: Interview questions

- 1- When the teacher stops the lesson to explain something while you're doing a task, do you think it helps you work better, or does it put you off your work?
- 2- After the teacher has stopped the lesson to explain something, do you think you are likely to do more work?
- 3- If the teacher didn't stop the lesson during a task to explain something, do you think you'd do more work?
- 4- If the teacher didn't stop the lesson during a task, do you think you'd be more distracted and perhaps talk to your friends more?
- 5- Would you like to continue having lessons when the teacher stops you during a task to explain something?

Appendix 5: reflection sheet

Reflecting on the lesson study

Kolb – The learning cycle 1984

Concrete Experience – Observing the lesson

The participants appear to be engaged during the teacher's introduction, paying attention to her re-cap on direct speech offering ideas to her questions on direct speech. The teacher introduced the task on direct speech and explained what she wants the children to do, checking their understanding is clear before beginning the task. The participants all demonstrate high levels of engagement during this activity, appearing to be on task. Child B does begin to become distracted slightly as he talks with a fellow pupil after working on the task for a short while but this only lasts 2-3 minutes. Child C also works well during the activity but at times he appears distracted talking to another student. The teacher gains the attention of the class (and participants) during the mini plenary and following this, the children all move on to the next activity demonstrating high levels of involvement as they are all focusing on the task at hand. The participants continue working well and are engaged with the task up to the end of the lesson. There is a moment at the end of the lesson where one child C begins talking with a fellow pupil, however, the lesson is ending. Overall, it appears that the introduction of the mini plenary during the lesson is useful to retain the children's engagement with learning as they can become distracted by their surroundings and after spending time doing a task. It appears successful in drawing the children's minds and attention back to learning if they are becoming slightly distracted or appearing off task.

Reflective Observation – Reflecting on the Leuven Scale of Involvement

Upon looking at the Leuven Scale of Involvement results and comments, it appears to support the idea of implementing mini plenaries to maintain the engagement of year 5 and 6 pupils.

Child A begins the lesson appearing highly engaged, paying attention and is on task during the first activity. She continued to demonstrate high levels of engagement during the mini plenary and remains extremely engaged during the activity following this showing no signs of distraction. Child A continued to appear on task during the remainder of the lesson, demonstrating very high levels of involvement.

Child B begins the lesson at a highly engaged level, he is listening to the teacher's introduction and then continues to do so during the first task. Towards the end of the first task he did show signs of distraction by talking to a fellow student during periods of working on task and not appearing to be on task. Child B's engagement increases during the mini plenary as he gave it his full attention and listened to the teacher. After this, he remained at a highly engaged level for the remainder of the lesson.

Child C began the lesson highly engaged, paying attention to the teacher during the opening. He proceeded to be engaged during the first activity but did begin talking as the activity was coming to a natural close. This moved to a moderate level of involvement. Child C's attention was regained during the mini plenary as he regained focus and listened to the teacher. After the mini plenary, child C was on task and worked well for most of the lesson, only showing little signs of distraction at the end of the lesson when he began talking to a fellow student.

Abstract conceptualisation – Thinking about the effect on engagement and possible improvements

While thinking about the reflection of the lesson, the mini plenary has been effective in helping to regain the participants attention. The mini plenary is a way to engage the children with learning as they can become distracted after spending time on a task. It also benefits the children's understanding as they can use the mini plenary for reference to ensure they are following the task correctly etc. Mini plenaries appear to be more effective for children of average to lower ability as child B and C were re-engaged through the plenary, child A was of higher ability, but it still helped maintain her attention from distraction.

Active experimentation – Planning / trialling improvements

It appears that children will be less likely to become distracted if they have a mini plenary introduced into their lesson. Thus, suggesting if they were to be left to complete tasks without a mini plenary, they would be more likely to be off task at times and disengaged from their learning. For future planning I would ensure to include mini plenaries within my lesson planning in order to avoid as much disengagement and retain the children's involvement with learning as much as possible.

Appendix 6: Parental consent

Appendix 6a: Parental consent – school A

Letter to parents

24.01.2020

RE: Student-teacher research project to be conducted at between 03/02/2020 and 04/02/2020.

Dear Parent / Guardian,

My name is Leoni Emanuel and I am studying for my PGCE at ~~Yr Athrofa~~, University of Wales Trinity Saint David. I am currently a student teacher within your child's class at [REDACTED]

As part of my research project concerning improving teacher practice and student education, I would like to invite your child to participate. The title of the project is:

"How effective are mini plenaries in retaining the engagement of year 5 & 6 pupils?"

In this project, I aim to study how effective the teacher's inclusion of mini plenaries within a lesson can be to maintain the engagement of children e.g. reminding them of the lesson aims/ objectives to ensure they are following and on task. Through your child's participation, I hope to ascertain whether use of this particular assessment for learning method is beneficial to a child's learning, and I hope to also understand where and how this method currently and could further progress your child's learning in their future development.

The research will be conducted through the study of a lesson which I will collaboratively plan a lesson with my research partner, Alexandra O'Brien, using lesson aims/ objectives and mini plenaries. I will then teach this lesson, observe your children during the lesson to measure their engagement before and after the use of a mini plenary to determine the effectiveness of this method, and I will then interview three pre-selected student representatives as a group following this to share their thoughts on the lesson. If your child is/are pre-selected by their usual class teacher, a second letter will be provided for your further consent.

This interview will be **audio recorded**, not filmed. All names, notes, and recordings 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 my university's cloud data storage via OneDrive, and all raw data will be destroyed once the assessment has been marked. **No personal information will be collected during this research period.**

The consent form **MUST** be returned to ... at the school reception by the 31st of January. If the form isn't returned by then, the school will **make arrangements** for your child during the research lesson.]

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience. My contact details are as followed:

Leoni Emanuel

1903057@student.uwtsd.ac.uk

Or, if you prefer to contact my lead mentor, Mrs Roberts the class teacher by phoning the school on 01443 435436.

Yours sincerely,

Leoni Emanuel

Child A – Parental consent



INFORMED CONSENT FORM

RE: Student-teacher research project to be conducted at [REDACTED]
between 03/02/2020 and 04/02/2020.

Researcher: Leoni Emanuel

Research title: *'How effective are mini plenaries in retaining the engagement of year 5 & 6 pupils?'*

Please initial the boxes

- | | |
|---|--------------------------|
| 1. I confirm that I have read and understand the information sheet dated 24.01.20 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. | ☐ |

[REDACTED]
Child's name

Parent signature

Date

When completed, please return **in the envelope provided** to [REDACTED]
Junior School by the **31st of January 2020.**

Thank you.

Parental consent – Child B



INFORMED CONSENT FORM

RE: Student-teacher research project to be conducted at [REDACTED]
between 03/02/2020 and 04/02/2020.

Researcher: Leoni Emanuel

Research title: *"How effective are mini plenaries in retaining the engagement of year 5 & 6 pupils?"*

Please initial the boxes

- | | |
|---|--------------------------|
| 1. I confirm that I have read and understand the information sheet dated 24.01.20 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. | ☐ |

[REDACTED]
Child's name

Parent signature

Date

When completed, please return **in the envelope provided** to [REDACTED]
Junior School by the **31st of January 2020.**

Thank you.

Parental consent – Child C



INFORMED CONSENT FORM

RE: Student-teacher research project to be conducted at [redacted] Junior School between 03/02/2020 and 04/02/2020.

Researcher: Leoni Emanuel

Research title: *"How effective are mini plenaries in retaining the engagement of year 5 & 6 pupils?"*

Please initial the boxes

- | | |
|---|--------------------------|
| 1. I confirm that I have read and understand the information sheet dated 24.01.20 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. | ☐ |

[redacted]
Child's name

[redacted]
Parent signature

[redacted]
Date

When completed, please return **in the envelope provided** to [redacted] Junior School by the **31st of January 2020**.

Thank you.

Appendix 6b: Parental consent – school B

Letter to parents



University of Wales Trinity Saint David
Technium 1
Kings Road
Swansea
SA1 8PH
Tel: 01792 481000

AG: Prosiect ymchwil Athro dan hyfforddiant i'w gynnal rhwng 04/02/2020 a 06/02/2020.

Annwyl Riant / Gwarcheldwad,

Fy enw i yw Alexandra O'Brien ac rwy'n astudio Cwrs TAR Cynradd yn Yr Athrofa, Prifysgol Cymru'r Drindod Dewi Sant. Ar hyn o bryd rwy'n athro dan hyfforddiant yn nosbarth eich plentyn yn [REDACTED].

Fel rhan o fy mhrosiect ymchwil, mae'n ofynnol i mi ystyried ffyrdd o wella addysgeg athrawon. Hoffwn wahodd eich plentyn i gymryd rhan. Teitl y prosiect yw: Pa mor effeithiol yw sesiynau glo byr ar gyfer cadw disgyblion blwyddyn 5 a 6 yn rwymedig.

Yn y prosiect hwn, fy nod yw astudio pa mor effeithiol yw i athro / athrawes gynnwys sesiynau clo byr mewn gwrs er mwyn cynnal ymrwymiad e.e. eu hatgoffa o amcanion y wers ac i sicrhau eu bod yn dilyn ac ar dasg. Trwy gyfranogiad eich plentyn, gobeithiad ddarganfod a yw defnyddio'r dull asesu penodol hwn yn fuddiol i ddysgu'r plant, a gobeithiad ddeall hefyd ble a sut y gallai'r dull yma gyfoethgi dysgu eich plentyn yn y dyfodol.

Bydd yr ymchwil yn cael ei gynnal trwy arsylwi gwers y byddaf yn ei chynllunio ar y cyd gyda fy mhartner ymchwil, Leonie Emanuel, gan ddefnyddio nodau / amcanion gwersi a sesiynau clo byr. Yna, byddaf yn dysgu'r wers hon, yn arsylwi'ch plant yn ystod y wers i fesur eu hymgyssylliad. Cyn ac ar ôl pennu effeithiolrwydd y dull hwn, byddaf yn cyfnewid â thri disgybl ar ôl y wers i glywed a rhannu eu barn am y wers.

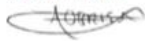
Bydd y cyfnewid hwn yn cael ei recordio sain, nid ei ffilmio. Bydd yr holl enwau, nodiadau a recordiadau yn cael eu cadw'n hollol gyfrinachol a dim ond fi a fy mhartner ymchwil fydd yn ymwybodol o'r wybodaeth yma. Mae cyfranogiad eich plentyn yn yr astudiaeth hon yn hollol wirfoddol, gallwch chi neu'ch plentyn dynnu allan o'r astudiaeth ar unrhyw adeg. Gofynnir i'ch plentyn hefyd roi ei ganiatad cyn dechrau'r astudiaeth.

Ar ôl dadansoddiad gofalus a manwl o'r data a chasgliwd o'r arsylwadau'r gwersi a'r cyfnewid grŵp, byddwn yn falch o rannu copi o'r canfyddiadau gyda chi ar eich cais chi. Bydd canlyniadau'r ymchwil yn cael eu trafod mewn asenïad prifysgol a fydd yn cyfrannu at fy nghwrs TAR. Bydd canlyniadau'r astudiaeth hon yn cael eu storio ar storfa data fy mhrifysgol trwy OneDrive, a bydd yr holl ddata crai yn cael ei ddinistrio ar ôl i'r asesiad gael ei farcio. **Ni chasglir unrhyw wybodaeth bersonol yn ystod y cyfnod ymchwil hwn.**

Diolch i chi ymlaen llaw am eich amser. Os bydd unrhyw gwestiynau'n codi, mae croeso i chi gysylltu â mi yn ôl eich hwylustod trwy fy e-bost 1803395@student.uwtsd.ac.uk.

Yr eiddoch yn gywir,

Alexandra O'Brien



Child A parental consent

FFURFLEN GANIATÁU GWYBODAETH

AG: Prosiect ymchwil Athro dan hyfforddiant i'w gynnal rhwng 03/02/2020 a 04/02/2020.

Ymchwilydd: Alexandra O'Brien

Teitl yr ymchwil: "Pa mor effeithiol yw sesiynau clo byr wrth gadw ymgysylltiad disgyblion bliwyddyn 5 a 6?"

Ticiwch y blychau perthnasol os gwehch yn dda

1. Rwy'n cadarnhau fy mod wedi darllen a deall y dafien wybodaeth ☐
2. Rwy'n deall fod cyfranogiad fy mhientyn yn wirfoddol a mod yn rhydd i dynnu fy mhientyn allan o'r astudiaeth ar unrhyw adeg, heb roi unrhyw reswm. ☐
3. Rwy'n deall y gall fy mhientyn ddewis tynnu allan ar unrhyw adeg, heb roi rheswm. ☐
4. Rwy'n deall y bydd y wybodaeth a roddir gan fy mhientyn yn cael ei defnyddio mewn aseiniad prifysgol. ☐
5. Rwy'n deall na fydd enw fy mhientyn yn cael ei defnyddio ar unrhyw adeg. ☐
6. Rwy'n caniatáu i fy mhientyn gymryd rhan yn yr astudiaeth uchod ☐

Enw'r plentyn: Llofnod y rhiant:

Dyddiad:

Ar ol ei gwblhau, dychwelwch yn yr amlen a ddarperir i Ysgol

erbyn yr 3ydd o Chwefror 2020.

Child B parental consent

FFURFLEN GANIATÂU GWYBODAETH

AG: Prosiect ymchwil Athro dan hyfforddiant i'w gynnal rhwng 03/02/2020 a 04/02/2020.

Ymchwilydd: Alexandra O'Brien

Teitl yr ymchwil: "Pa mor effeithiol yw sesiynau clo byr wrth gadw ymgysylltiad disgyblion bliwyddyn 5 a 6?"

Ticiwch y blychau perthnasol os gwelwch yn dda

1. Rwy'n cadarnhau fy mod wedi darllen a deall y dafien wybodaeth ☐
2. Rwy'n deall fod cyfranogiad fy mhientyn yn wirfoddol a mod yn rhydd i dynnu fy mhientyn allan o'r astudiaeth ar unrhyw adeg, heb roi unrhyw reswm. ☐
3. Rwy'n deall y gall fy mhientyn ddewis tynnu allan ar unrhyw adeg, heb roi rheswm. ☐
4. Rwy'n deall y bydd y wybodaeth a roddir gan fy mhientyn yn cael ei defnyddio mewn aseiniad prifysgol. ☐
5. Rwy'n deall na fydd enw fy mhientyn yn cael ei defnyddio ar unrhyw adeg. ☐
6. Rwy'n caniatáu i fy mhientyn gymryd rhan yn yr astudiaeth uchod ☐

Enw'r plentyn: _____ Llofnod y rhiant: _____

Dyddiad: _____

Ar ol ei gwblhau, dychwelwch yn yr amlen a ddarperir i Ysgol Gynradd Creigiau erbyn yr 3ydd o Chwefror 2020.

Child C parental consent

FFURFLEN GANIATÁU GWYBODAETH

AG: Prosiect ymchwil Athro dan hyfforddiant i'w gynnal rhwng 03/02/2020 a 04/02/2020.

Ymchwilydd: Alexandra O'Brien
Teitl yr ymchwil: "Pa mor effeithiol yw sesiynau clo byr wrth gadw ymgysylltiad disgyblion bliwyddyn 5 a 6?"

Ticiwch y blychau perthnasol os gwehwch yn dda

1. Rwy'n cadarnhau fy mod wedi darllen a deall y dafien wybodaeth	☐
2. Rwy'n deall fod cyfranogiad fy mhientyn yn wirfoddol a mod yn rhydd i dynnu fy mhientyn allan o'r astudiaeth ar unrhyw adeg, heb roi unrhyw reswm.	☐
3. Rwy'n deall y gall fy mhientyn ddewis tynnu allan ar unrhyw adeg, heb roi rheswm.	☐
4. Rwy'n deall y bydd y wybodaeth a roddir gan fy mhientyn yn cael ei defnyddio mewn aseiniad prifysgol.	☐
5. Rwy'n deall na fydd enw fy mhientyn yn cael ei defnyddio ar unrhyw adeg.	☐
6. Rwy'n caniatáu i fy mhientyn gymryd rhan yn yr astudiaeth uchod	☐

Enw'r plentyn: _____ Llofnod y rhiant: _____
Dyddiad: _____

Ar ol ei gwblhau, dychwelwch yn yr amlen a ddarperir i Ysgol Gynradd Creigiau erbyn yr 3ydd o Chwefror 2020.

Appendix 7: Participant consent

Appendix 7a: Participant consent – child A, child B, and child C

Child A

 Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

 Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales

Research Project
Child consent form

1. I understand that my name or personal information will not be used. ☒
2. I understand that I can drop out at any time and leave if I want to. ☒
3. I understand that my voice will be recorded. ☒
4. I understand that my opinions and comments will be used for a research assignment. ☒
5. I agree to participate. ☒

Name: [REDACTED] Date: 3.1.2020

Child B

Research Project

Child consent form

1. I understand that my name or personal information will not be used. ☒
2. I understand that I can drop out at any time and leave if I want to. ☒
3. I understand that my voice will be recorded. ☒
4. I understand that my opinions and comments will be used for a research assignment. ☒
5. I agree to participate. ☒

Name

[REDACTED]

Date: 03rd/02/20..

Child C

Research Project

Child consent form

1. I understand that my name or personal information will not be used. ☒
2. I understand that I can drop out at any time and leave if I want to. ☒
3. I understand that my voice will be recorded. ☒
4. I understand that my opinions and comments will be used for a research assignment. ☒
5. I agree to participate. ☒

Name:

[REDACTED]

Date: 03/02/20

Child A

Prosiect Ymchwil
Caniatad y disgybl

Appendix 6B School B Rwy'n deall na fydd fy enw neu wybodaeth bersonol yn cael ei ddefnyddio.

1. Rwy'n deall y gallaf adael ar unrhyw adeg

2. Rwy'n deall y bydd fy llais yn cael ei recordio

3. Rwy'n deall y bydd fy marn a sylwadau yn cael eu defnyddio ar gyfer aseiniad ymchwil

4. Rwy'n cytuno i gymryd rhan

Enw: [REDACTED] Dyddiad: 04.02.2020

Child B

Prosiect Ymchwil Caniatad y disgybl

1. Rwy'n deall na fydd fy enw neu wybodaeth bersonol
yn cael ei ddefnyddio.



1. Rwy'n deall y gallaf adael ar unrhyw adeg



2. Rwy'n deall y bydd fy llais yn cael ei recordio

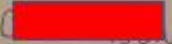


3. Rwy'n deall y bydd fy marn a sylwadau yn cael eu
defnyddio ar gyfer aseiniad ymchwil



4. Rwy'n cytuno i gymryd rhan



Enw: 

Dyddiad: 04.02.2020

Child C

 Prifysgol Cymru
Y Ddrindod Ddaer Sant
University of Wales
Trinity Saint David

PG2 / E1 FORM

Prosiect Ymchwil Caniatad y disgybl

1. Rwy'n deall na fydd fy enw neu wybodaeth bersonol yn cael ei ddefnyddio. ☒
1. Rwy'n deall y gallaf adael ar unrhyw adeg ☒
2. Rwy'n deall y bydd fy llais yn cael ei recordio ☒
3. Rwy'n deall y bydd fy marn a sylwadau yn cael eu defnyddio ar gyfer aseiniad ymchwil ☒
4. Rwy'n cytuno i gymryd rhan ☒

Enw: [REDACTED] Dyddiad: 04.02.2020

Appendix 8: Lesson Resources

Lesson study 2: Lesson resources- mini plenary



Appendix 7B: Plenary Sheet (after) Lesson Study 1

