

LESSON STUDY 1- INCLUDES
AN OBSERVATION
SCHEDULE, REFLECTION,
INTERVIEW SHEET, LESSON
PLAN AND CONSENT
FORMS.

Observation Schedule

How effective is the 'Crash, Bang, Boom' differentiation strategy?

Child 1: (LA) [REDACTED]	Crash L	Bang H	Boom M
Teachers expectation of learner	✓		
Pupils choice of work level	✓		
How much support does the pupil need? 1- Support 2- Some support 3- No support	1 - support → needed to re-explain task to pupil. Copying WAGOLL for structure. After copied WAGOLL asked for support again.		
How focused is the pupil during the task? 1- Distracted 2- Partially focused 3- Focused	1 - Distracted → waiting for the teacher, to do more work. By the end of the lesson - wrote a definition - 3 lines.		
Was there an extension task given to the pupil? 1- Yes (if so what) 2- No	NO		

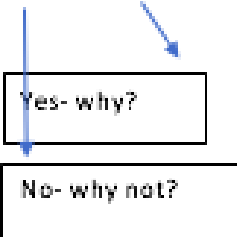
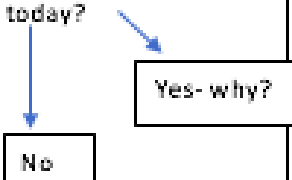
Appendix 1A child 1 (lower attaining child)



Child 2: (MA) [REDACTED]	Crash k	Bang H	Boom m
• Teachers expectation of learner			✓
• Pupils choice of work level			✓
• How much support does the pupil need? 4- Support 5- Some support 6- No support	On and off task and has not asked for support.		
• How focused is the pupil during the task? 4- Distracted 5- Partially focused 6- Focused	4 - Talks to a pupil beside her, has written 5 lines		
• Was there an extension task given to the pupil? 3- Yes (if so what) 4- No	NO		



Child 3: (HA)	Crash L	Bang H	Boom M
• Teachers expectation of learner		✓	
• Pupils choice of work level		✓	
• How much support does the pupil need? 7- Support 8- Some support 9- No support	9 - no support needed.		
• How focused is the pupil during the task? 7- Distracted 8- Partially focused 9- Focused	9 - focused - on task - working independently. ~~wrote~~ Has written a whole page within 10 minutes.		
• Was there an extension task given to the pupil? 5- Yes (if so what) 6- No	NO		

Questions	Child 1 (LA)	Child 2 (MA)	Child 3 (HA)
1. What did you learn about during today's lesson?	Today's lesson was all about climate change and how the world is warming up because we are using more fossil fuels, the polar bears won't have anywhere to live because the ice is melting.	So today we were looking at climate change and how it affects all parts of the world, even things we don't really think about everyday like different countries and also how it affects the weather.	Ok we looked at climate change and it definitions on the internet and watched videos on how climate change can impact the world in general. We also looked and thought about how we can prevent climate change, and it's so interesting to learn about these things. I learnt how fossil fuels are impacting our world and are causing climate change to happen which isn't good.
2. Do you like choosing your own 'crash, bang, boom' task? 	I do like choosing crash, boom and bang tasks, because it will be the right level for me, like it won't be too hard or too easy, just ok for me.	Yes, for sure, I normally pick the middle work (Boom) because it isn't too easy but it's not too hard for me. It's still hard but I like the challenge. I wouldn't want work to be easy because then you don't get to learn anything new, so that's why I pick the boom worksheets in class.	Yes, I like to challenge myself with my work. I would finish too early if I picked the middle sheet and it wouldn't challenge me enough.
3. What do you like about the 'crash, bang, boom' worksheet?	I like that we sometimes have prompts on the sheets to help us with the work in case we forget sometimes what we are doing. I also like that I can pick the right work for me.	I like that I can pick my own level of work without the teacher telling me which work to do, sometimes if it's too hard I just go down worksheet, because sometimes I pick Bang and it can be too hard so I go back then to Boom	Some people like myself like a challenge, I don't want to do work that is too easy for me, I don't see the point. I like picking Bang because it gets me to think about what <u>im</u> doing in the lesson
4. What do you dislike about the 'crash, bang, boom' worksheet?	Sometimes the questions are too tricky even on the crash worksheets.	Nothing I like the way we do it in this class.	Nothing, people can pick their own work with this, it's really cool.
5. How do you know which task to choose?	Because we have been using these sheets for a long time I know now that crash is the right level for me, it's the easiest. This means it's not too hard.	Well the teacher explains and goes through each worksheet with us and then I know which sheet is the right level for me, usually the boom one.	I can tell by looking at the different sheets which is the hardest when the teacher comes around, also when the teacher explains I know which one I want to do.
6. Do you feel you needed help to complete your work today? 	Today I needed help. I know you explained what we had to do but I forgot and needed reminding.	No not today, I knew what I was doing because you explained what we had to do.	Today I needed help with my spelling for words like Carbone dioxide, but apart from that I was fine today.

Questions	Child 1 (LA)	Child 2 (MA)	Child 3 (HA)
7. Did you finish your work before the lesson had ended? No Yes Were you given an extension task (think bubble) because you finished the work early?	No because we have golden assembly so didn't have long to do the work and finish the leaflet off.	<u>No</u> we came from golden assembly so we didn't have chance to finish all our work off today in that lesson, but I think we can finish it off in another lesson.	Not today, I done ~~abit~~ today but didn't completely finish, because we had golden assembly this morning and then the lesson went really quickly.
8. Did you find the work challenging or not challenging enough?	Yes, it was hard enough for me doing the crash sheet today.	Yes, it was challenging enough today, it was a good choice of work for me to get on with.	Yes, today there was enough questions to answer. I feel like I will finish it in the next session though.
9. Is there anything else you would like to say regarding today's work?	I really enjoy this topic, and learning about climate change it was good to use our research from last lesson to help up with this. I enjoyed the lesson.	I think it was a really fun lesson today using the iPads and looking at different ways of explaining climate change, because we had already done a poster but now we are looking how to talk about it in a different way and I really liked it.	I know we have looked at posters for display our information, but next time we could look to explain climate change in another way too. I like this topic and learning about these things its really interesting to see how we are impacting on climate change.

Description - What happened? - When and where did it happen? - Who was there? - What did you do?	This lesson was based in a year 5/6 mixed class which has 28 pupils in it. There was 28 pupils present, 1 TA, 1 supply teacher and 2 student teachers present throughout this lesson. The lesson was carrying on from previous lesson based on climate change, this is as their class topic is sub- zero. The main focus of the lesson was to use prior knowledge to create a leaflet for other year 5/6 pupils about climate change.
Feelings - What did you feel before the situation? - What did you feel during the situation? - What did you feel after the situation? - What did the pupils feel before? - What did the pupils feel during? - What did the pupils feel after?	Before the lesson, I felt excited and confident leading into the lesson because I knew how engaged the pupils were about this topic, and it was pupil voice on what they wanted to focus on. During the lesson, I was calm and remained confident as learners were engaged and the majority knew exactly what they had to do in this lesson. There were also no shock results during the lesson, as pupils who I initially thought would need support asked for it, and those who are of a higher attainment didn't need any guidance. After the lesson was completed I felt proud and engaged in how the pupils reacted to the lesson, they all seemed really focused on the task, and got on with the work. Child 1: Before the lesson: I felt excited about what we were going to do in the lesson, I knew it would be something to do with climate change because that links to our topic. During: I didn't feel like I knew what I was doing at the beginning, even though you told us, but after you told me again I got it and felt ok about the work. After: I wanted to finish my work, I didn't want to stop because I knew what I was doing and felt happy doing it. Child 2: Before: I felt excited to see what we were going to be doing in your lessons because they are fun. During: When I was doing the <u>work</u> I felt smart because I had learnt something new which was the definition of climate change, so that made me happy. After: I wanted to finish off the leaflet in that lesson, so I could find out even more that links

	to climate change. But it was a good lesson and made me think about climate change and how we can help. Child 3: Before: When we came back from assembly I was interested to find out what we were learning about, and when I saw the title and LO on the board I was happy to know we were carrying on with climate change because it so much fun. During: During the lesson I felt challenged, some of the questions were tricky, but I suppose that's what the different worksheets are for, but they did make me think. After: I felt proud of myself at the end of the lesson because I had done loads of work and also, I had learnt new things and challenged myself with the bang worksheet.
<u>Evaluation</u> • What were the positive aspect? • What were the negative aspects?	Reflecting back, the differentiated questions were a huge success, the pupils voiced how they were challenging for them but not too easy, therefore it shows my knowledge of the classes abilities. I would suggest that a negative was the time aspect of the lesson, it was cut short due to a whole school assembly, meaning the pupils didn't have the chance to complete any extension tasks (if needed).
<u>Analysis</u> • Why do you think certain things went well? • Why do you think certain things did not go so well? • Does this link to any academic literature?	A lot of time planning, and getting to know the individuals in the class, knowing their needs and how to produce work challenging but not too hard they can't do it and struggle. Some of the lower attaining pupils needed a lot of reassurance in the class even though there was numerous WAGOLS circulating the class, and on the board, this meant it was challenging to check all pupils progress in the lesson.
<u>Conclusion</u> • What have I learnt? • Is there anything that could have been different? • What would help me improve this aspect?	I've learnt that my level of questioning and knowledge of the classes ability is good and challenging enough. However, next time I could introduce new strategies to explain to the LA pupils within the class. I could do this by observing and talking with more experience teachers, but also doing my own academic research on this area, and of course

Teaching & Core Learning	Pupils will then have the opportunity to use information from previous lessons and the use of iPads to collect information and create a leaflet aimed at year 5 students in other schools. A WAGOL will be available to all pupils to see gather ideas. Furthermore, the work will be	Pupils will then use the iPads and other information from previous lessons to create their own information leaflets about climate change. Pupils will be able to select the appropriate work for themselves as they can select different work sheets	iPads
	differentiated into crash, bang and boom worksheets in order to provide pupils with a challenge, yet the support they need. These sheets will have a range of questions they need to answer throughout the lesson.	Which will be crash, bang and boom, which they are used to.	

Appendix 3B

CONSENT FORM

PROJECT TITLE: Does the 'Crash, Bang, Boom' Differentiation strategy work as it is intended?

Name of Researcher: Danielle Jones

Please initial box

1. I confirm that I have read and understand the information sheet dated for the 3rd and 4th February 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

28.01.20
Date

When completed, please return to Miss Jones by Friday 31st January

Thank you.

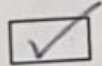
CONSENT FORM

PROJECT TITLE: Does the 'Crash, Bang, Boom' Differentiation strategy work as it is intended?

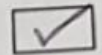
Name of Researcher: Danielle Jones

Please initial box

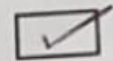
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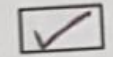
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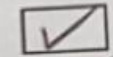
3. I understand that my child can choose to withdraw at any time, without giving a reason.



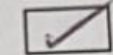
4. I understand that the information given by my child will be used in a university assignment.



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

29.1.20

When completed, please return to Miss Jones by Friday 31st January

Thank you.

CONSENT FORM

PROJECT TITLE: Does the 'Crash, Bang, Boom' Differentiation strategy work as it is intended?

Name of Researcher: Danielle Jones

Please initial box

1. I confirm that I have read and understand the information sheet dated for the 3rd and 4th February 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

28/1/2020
Date

When completed, please return to Miss Jones by Friday 31st January

Thank you.

LESSON STUDY 2- INCLUDES
AN OBSERVATION SHEET,
INTERVIEW SHEET,
REFLECTION SHEET, LESSON
PLAN AND CONSENT
FORMS.

Observation Schedule

Does the 'Crash, Bang Boom' differentiation strategy work as it is intended?

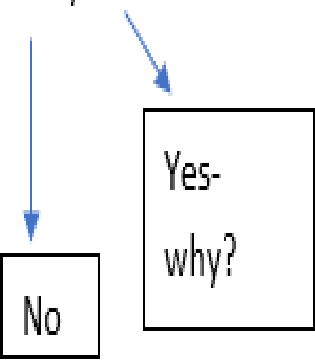
Child 1: (LA)	Crash	Bang	Boom
Teachers expectation of learner	✓		
Pupils choice of work level	✓		
How much support does the pupil need? 1- Support 2- Some support 3- No support	① Pupil needed support from the teacher. The teacher gave the pupil support, however pupil was not fully engaged.		
How focused is the pupil during the task? 1- Distracted 2- Partially focused 3- Focused	① Pupil was distracted throughout the lesson. Teacher supported them, however when the teacher left the Pupil did not complete work.		
Was there an extension task given to the pupil? 1- Yes (if so what) 2- No	② No.		

Child 2: (MA)	Crash	Bang	Boom
Teachers expectation of learner		✓	
Pupils choice of work level			✓
How much support does the pupil need? 4- Support 5- Some support 6- No support	⑤ Overall the pupil coped well with the 'boom' work sheet. There were a few questions asked but more for Support rather than not understanding		
How focused is the pupil during the task? 4- Distracted 5- Partially focused 6- Focused	⑤ Nice to see pupil engaging with other pupils about the work. Pupil did begin to get distracted towards the end.		
Was there an extension task given to the pupil? 3- Yes (if so what) 4- No	④ No.		

Child 3: (HA)	Crash	Bang	Boom
Teachers expectation of learner			✓
Pupils choice of work level			✓
How much support does the pupil need? 7- Support 8- Some support 9- No support	⑧ pupil seemed to get on with the work provided, and only asked limited questions for understanding.		
How focused is the pupil during the task? 7- Distracted 8- Partially focused 9- Focused	⑧ Pupil was mainly on task throughout the lesson. However, became distracted by others throughout.		
Was there an extension task given to the pupil? 5- Yes (if so what) 6- No	⑥ No.		

 Questions	Child 1 (LA)	Child 2 (MA)	Child 3 (HA)
1. What did you learn about during today's lesson?	"We learnt about clocks, we sorted them."	"We learnt how to sort clocks and sort the times of the clocks."	"We learnt how to sort clocks into the right order, they were digital and analogue clocks."
2. Do you like choosing your own 'crash, bang, boom' task? Yes- why? No- why not? Would you like me to choose the task for you?	"Yes- it helps me, I pick the right one for me, I like picking crash."	"Yes- because it is nice to pick my own work, I can choose the easiest or the hardest."	"Yes- I would rather pick them myself to choose the right level for me. I choose the hardest one to challenge myself."
3. What do you like about the 'crash, bang, boom' worksheet?	"I like that I get to choose it myself."	"I like that I get to choose the right one for me."	"I like that you can pick what level you want to do."

Appendix 6a- (Question 1, 2 and 3 of the interview and participant responses).

4. What do you dislike about the 'crash, bang, boom' worksheet?	"I don't like the writing worksheets."	"Nothing I like them."	"Nothing- you could maybe add another higher level."
5. How do you know which task to choose?	"I like choosing crash because the others are too hard."	"I am not sure; I just see how I feel and pick the one on the day that is best for me."	"You explain to me what I have to do, then I have a think on the carpet, then I pick."
6. Do you feel you needed help to complete your work today? 	Yes- it was still a bit too hard.	"Yes, a little bit with ordering the clocks."	A little bit of help- I found analogue clocks trickier but digital clocks okay.

Appendix 6b- (Question 4, 5 and 6 of the interview and participant responses).

Questions	Child 1 (LA)	Child 2 (MA)	Child 3 (HA)
7. Did you finish your work before the lesson had ended? No Yes Were you given an extension task (think bubble) because you finished the work early?	“No.”	“I nearly finished- I was on the last clock.”	“Yes- I went to start the extension task but there was no time, it was the end of the lesson.”
8. Did you find the work challenging or not challenging enough?	“The work was hard.”	“A little bit challenging but not too much.”	“A little but it was just right for me.”
9. Is there anything else you would like to say regarding today’s work?	“I liked the time Mad Hatter jacket game.”	“Sometimes I want a worksheet in the middle of bang and boom”. “I liked the Mad Hatter game at the end.”	“The game at the end was good and it was nice to cut and stick instead of writing.”

Appendix 6c- (Question 7, 8 and 9 of the interview and participant responses).

Gibbs Reflective Cycle

Description

- What happened?
- When and where did it happen?
- Who was there?
- What did you do?

The lesson took place in a mixed year 3 and 4 class. There are usually 26 pupils in the class, however, there were 24 pupils present during the day of the lesson study. Myself, a TA and another student teacher were present during the lesson. The teaching mentor appeared briefly during the lesson.

The pupils have been learning to tell the time therefore, this lesson was based on identifying AM and PM times of the day and ordering the analogue and digital clocks. The learners had to cut out the clocks and glue them into their books in the correct order.

Feelings

- What did you feel before the situation?
- What did you feel during the situation?
- What did you feel after the situation?
- What did the pupils feel before?
- What did the pupils feel during?
- What did the pupils feel after?

I felt confident about this lesson as the pupils have learned about 12 hour digital and analogue times during previous lessons. During the lesson, some of the learners required a lot of support, this was slightly overwhelming considering they have done lessons like this before. During the introduction the children had an opportunity in circle time to practically order different clocks on the carpet, they understood how to order the clocks and understood the concept of ordering time. I was a little confused and surprised during the lesson as some experienced most difficulty with cutting and gluing the clocks in their books.

I felt relieved that during the plenary all of the children could stick the clocks on the correct times on the Mad Hatters jacket, therefore I knew that they understood the concept of time, however I felt as though the activity itself could have been changed. I also felt that it is necessary to plan another lesson on ordering the clock times to reinforce the learning. I felt proud that one of my pupils was confident enough to try and complete the more challenging worksheet, which proved that although I knew the pupil is considered middle attainment level (that is what was expected for the pupil to choose) the child felt ready and comfortable to aim for the higher levelled worksheet. I felt proud and praised the child for this.

Child 1- before

Appendix 7 a-
reflection based on
Gibbs's reflective cycle
(page 1)

"I felt excited because I know that when we do a lesson on time, we play a fun game at the end of the lesson".

During- "when we were on the carpet, I had a turn of ordering the clocks and I felt like I knew what to do, I was happy because there was no writing to do, I do not like writing work but when I went to the table I got confused with the clocks and asked you what to do again".

After- "I didn't finish my work, I feel like it was a little bit too hard for me. I enjoyed the clock game at the end".

Child 2- before

"I felt excited and nervous because I know the Mad Hatter sent you an email and I know he gives us a time riddle to sort out and a time game at the end where we have got to beat him."

During- "I had a turn at doing the ordering of the big clocks on the carpet, I knew what to do so I knew I was going to pick the harder work this time."

After- "I felt really proud that I nearly finished the hard worksheet, I really wanted to do the extension sheet, the one with the map and clocks that looked good."

Child 3- before

"I knew we was doing a lesson on time because the Mad Hatters face was on the board when we came in from play. I felt happy because I like maths."

During- "I understood the ordering on the carpet, and I knew I was going to pick the harder sheet, because I had a think of what you said on the carpet and I understood it. I felt happy to do the ordering but when I was not sure about one of the analogue times, I wanted you to check my answers, so I put my yellow card up."

After- "I felt proud that I finished the clock ordering but I was disappointed as well because I wanted to do the extension task but there was no time."

<u>Evaluation</u> • What were the positive aspect? • What were the negative aspects?	When reflecting on the lesson, positive aspects were that all the children were engaged and excited about the Mad Hatter video and they knew that it would be a lesson on time, as the previous lessons on time have included challenges from the Mad Hatter. The children enjoyed the game at the end, and this reinforced that the children understood the concept of time. The differentiation tasks were effective and one of the children felt confident enough to complete the more challenging level of work, which they would normally not choose. Some of the children enjoyed not writing in this lesson as this included a different activity (cutting and gluing) however, some of the other children found the cutting and gluing task more challenging. One negative aspect was that the cutting and gluing task took longer than expected and the learners did not have time to move on to the extension task. Another negative aspect was that the task itself seemed to generate more noise in the classroom as the children were worrying about cutting the clocks and they had to share glue sticks which caused more commotion than usual.
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Appendix 7 c- Evaluation

<u>Analysis</u> • Why do you think certain things went well? • Why do you think certain things did not go so well? • Does this link to any academic literature?	The lesson went well because I spent a lot of time planning and preparing engaging resources for the children. For most of the children learning was evident, however, some of the children found the task itself complicated, I believe this was down to preference of the individual child as some of the children prefer writing tasks and others are more engaged with gluing and sticking
	tasks. There was a slight commotion over the gluing and sticking, even though I thought that this would suit the needs of most of the learners in the class. The noise level was then harder to control.
<u>Conclusion</u> • What have I learnt? • Is there anything that could have been different? • What would help me improve this aspect?	The children interviewed explained how they liked the differentiated work sheets; however, I should think of other ways to explain tasks to lower attaining pupils to ensure they fully understand what to do. I could possibly talk to my teaching mentor of that class and explain that one of the pupils found the lower level of work challenging, I could have possibly differentiated again on another level. I should include a range of strategies to engage all learners in completing the tasks. I have learnt that the lesson itself could have been too complex, with too much information for the learners to grasp. I could have separated the lesson into two lessons. The first lesson could have looked at ordering analogue clocks and the second lesson could have focused on ordering digital clocks; this could have been a less complex way for the children to learn about ordering time. An extension task could have then been provided on the second lesson with ordering both clocks.

Appendix 7 d- Analysis and conclusion

<u>Action Plan</u> • What/ would I change anything for next time? • If so how would this benefit my teaching practice?	Although pupils already had prior knowledge on 12-hour times I could have potentially had a longer introduction and recapped 12 hour digital and analogue times, activating their prior knowledge. I could have provided more examples of ordering times during the introduction. Although I checked for understanding using the <u>Afl</u> strategy (eyes closed hands up if you do not understand, and the learners did not put their hands up) I
	could have used a similar thumbs up thumbs middle/down approach during the cutting and gluing activity to check for the level of understanding again. This then would have allowed me to re-evaluate how I explained the task and think of a new way to go over the activity again. Next time, I believe that I should change the main activity from cutting and gluing to a practical activity, similar to what was done in the introduction as the children enjoyed this and understood the concept of ordering of time when it was applied practically. Then the learners could have moved on to the extension task only if it was understood practically. This would then hopefully be beneficial to the pupils progression in learning and have a positive impact on my classroom management (if all the children fully understand what they need to do, they would then hopefully be more engaged in the tasks and the classroom noise/behaviour would be less disruptive). Through adapting my teaching practice to suit the needs of all learners, it is demonstrating my ability to be a flexible and reflective teacher.

Appendix 7 e- reflection action plan

Teaching & Core Learning	Share LO- To tell and order times. Explain differentiated worksheets. ST- will work around the room to support. Mini plenary- stop to check for understanding/ ask the time. Eyes closed- If you don't understand put your hands up.	<u>Work sheet- order the times of the day.</u> Differentiated- learners will choose their own level of work. CRASH- on the hour, 30 mins BANG- on the hour, 30 mins, quarter to & quarter past. BOOM- every 5 mins. Learners will raise yellow cards if they do not understand so that an adult can come and support them. Extension task- X2 There will be 2 extension tasks available.
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Appendix 8- part of a lesson plan (planning for the crash, bang, boom differentiation strategy)

CONSENT FORM

PROJECT TITLE: How effective is the 'Crash, Bang, Boom' Differentiation strategy?

Name of Researcher: Lauren Lewis

Please initial box

1. I confirm that I have read and understand the information sheet dated for the 3rd and 4th February for the above study.

JA

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.

JA

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

JA

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

JA

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

JA

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

JA

Child's name

Parent signature

Date

27.1.20

When completed, please return to Miss Lewis by Friday 31st January

Thank you.

Appendix 9-a consent form for child 1 (no names are shown for ethical reasons).

CONSENT FORM

PROJECT TITLE: How effective is the 'Crash, Bang, Boom' Differentiation strategy?

Name of Researcher: Lauren Lewis

Please initial box

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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

27.1.20

When completed, please return to Miss Lewis by Friday 31st January

Thank you.

Appendix 9 b- consent form for child 2- no names are shown for ethical reasons

CONSENT FORM

PROJECT TITLE: How effective is the 'Crash, Bang, Boom' Differentiation strategy?

Name of Researcher: Lauren Lewis

Please initial box

1. I confirm that I have read and understand the information sheet dated for the 3rd and 4th February 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

28.1.20

When completed, please return to Miss Lewis by Friday 31st January

Thank you.

Appendix 9 c- consent form for child 3 (names will not be shown for confidentiality reasons).



Appendix 10- cards were available for participants to opt out of being observed in the lesson study and questioned in the interview.

Comfort Zone

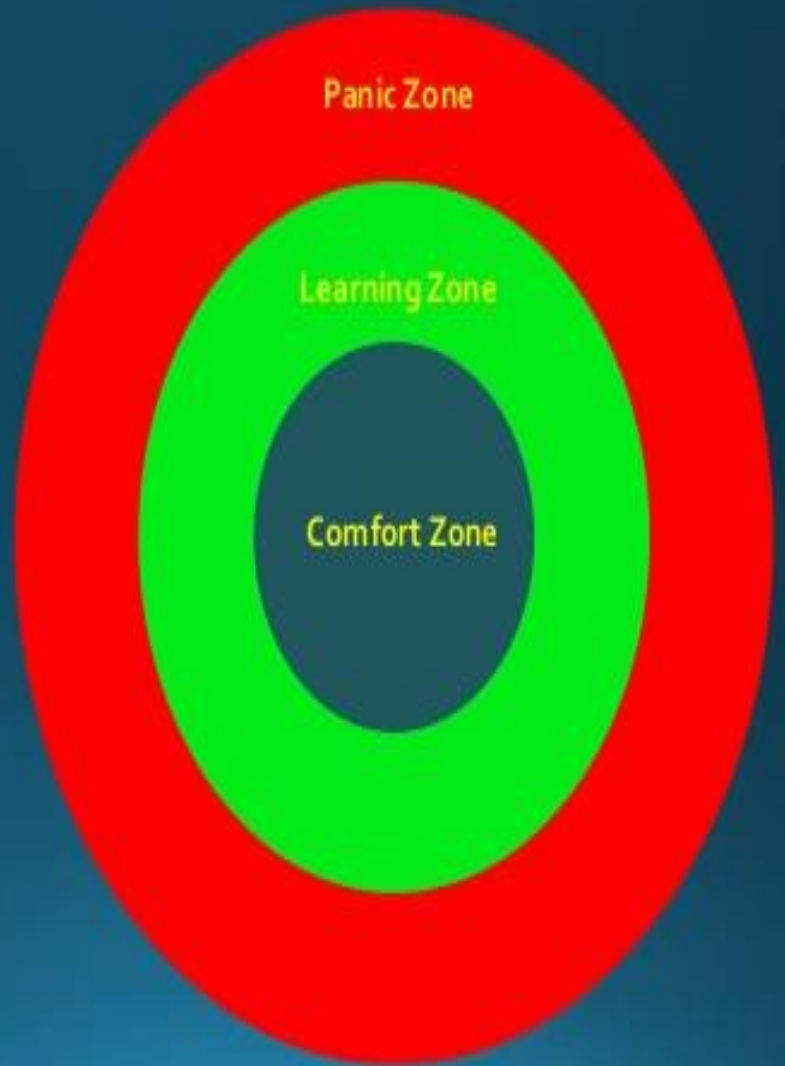
Safe place to reflect.

Learning Zone

Where you grow and learn.

Panic Zone

Learning is impossible.



Appendix 11- (Learning Zone Model adapted by Senninger, 2000)