

Lesson study Autumn Term 2016

Triad – (EYFS), (Y1) (Y4).

Date	Focus	Actions
20.9.16	<p>From the last triad Lesson Study: Initial discussion - to decide which class the lesson study would take place in. Three suggestions were –</p> <ol style="list-style-type: none"> 1. EYFS – Maths in the outdoors. Engaging pupils who are at risk of falling behind. <i>(SDP – Teaching, Learning and Assessment – Ensure the curriculum inspires and engages all learners)</i> 2. Year 1 – Handwriting focusing on children with reversals <i>(Teaching, Learning and Assessment – Improve outcomes in writing-Improve outcomes for SEN pupils)</i> 3. Year 5 – Reading for pleasure and vulnerable groups <i>(SDP – Teaching, Learning and Assessment- Reading for pleasure and targeting children who are at risk of falling behind) Already done.</i> 	<p>*EYFS - Decided that the lesson study would take place in UFS, focusing on Maths and engaging difficult pupils.</p> <p>*Y1 could be more of a SEN focus through SENCo monitoring.</p> <p>*Y5 - Decided that the lesson study would take place in Y5, focusing on reading for pleasure but being tightly focused on the selected group's needs. (Completed last time)</p>
20.09.16	<p>First meeting – at the first meeting we decided:</p> <ol style="list-style-type: none"> 1. Which children would be the focus group to be observed 2. That the ATA would be working with a focus group working on that day's activity. 3. The independent groups would be working on their usual activities. 4. Teachers would also observe the use of the outdoor provision and how the focus children achieved whilst working outdoors. 	<p>*Look at and follow the usual planning for maths in UFS to enable a true picture to be seen</p> <p>*Look at current assessment of the focus group of children (on plan)</p>
27.09.16	<p>The lesson study – 1st lesson –</p> <ol style="list-style-type: none"> 1. Focus group were initially working as part of the whole class during the input 2. Stimulus – Ten Dinosaurs was used on IWB which then lead to whole class counting activity 3. Focus children then went into outdoor area with ATA to recap counting to 10 and find 10 dinosaurs each 4. Children were encouraged to keep counting the dinosaurs and had differing levels of success. 5. CT worked on ordering numerals with the rest of the class outside which lead to distraction for focus group 6. Focus group then used playdough to make fossils for counting – all engaged in this for some amount of time 7. LS engaged for a couple of minutes and was able to have success counting to 5. 8. All children were engaged with the dinosaur stimulus 	<p>*To continue with dinosaur stimulus as it engaged the focus children</p> <p>*To allow other children to select their own activities to minimise distraction</p> <p>*To split focus group into two smaller groups to further meet their needs</p> <p>*CT to observe other children and extend learning with questioning as this is the model of learning which has proved most successful so far with this class.</p> <p>*To utilise the outdoor area as a stimulus for counting</p>

28.09.16	<p>The lesson study – 2nd lesson –</p> <ul style="list-style-type: none"> • Dinosaur stimulus used again – Different dinosaur rhyme with numbers and counting • Session lead on from dinosaur egg which was ‘found’ this morning • ATA took 3 children from the focus group to investigate the eggs further All three were motivated by the task • LS counted 10 eggs, but then became distracted • JE and MB achieved with support from ATA • 2nd group – ED, LG, JB – Struggled to engage with the activity due to distraction from LFS children and LS • Class Teacher had a focus group of five children working more dinosaur based counting • Rest of class and LFS taking part in independent learning 	<p>*Continue to plan maths activities around the children’s interests *Keep up active learning activities for focus children *Small focused session to be used where possible to support next steps of these learners *Use outdoor provision where appropriate to keep the learning active</p>
	<p>Final debrief – We believe that the use of the outdoor area can enhance mathematics learning for these children, as long as distractions from other children/activities are minimised. It was much more effective to run one focus group alongside self-initiated learning as distraction was minimised and the class teacher was able to observe children both in the focus group and in the rest of the class. In using a stimulus that interested the focus children, rather than the current topic, the class teacher was able to hook the children in before the activity began which resulted in a high level of engagement, even from children who found it hard to concentrate.</p>	
<p>Reflection and Key Points-</p> <ul style="list-style-type: none"> • Ensure that all pupils are engaged and focused on their tasks through the provision of a range of appropriate and relevant activities • Consider the interests of pupils and incorporate this into maths activities, utilising the outdoor area where appropriate • Provide pupils with choices and allow them to take control of their own learning and challenge themselves. • Ensure motivating resources are available alongside ATA/CT support to help children achieve their next steps 		

September 2016