

Lesson study Summer Term 2016

Writing in Year 3.

Link to SDP 'improved outcomes for all children in core subjects.'

Date	Focus	Actions
7 th June	<p>First meeting - to decide which class the lesson study would take place in, the subject and pupils. Writing was and, continues to be, an area of concern in Y3 so this was the obvious choice.</p>	<p>Y3, writing, LAPs (not SEN):</p> <p>Other pupils including would be observed but not part of the focus grp.</p>
	<p>Plan – Key area was the independent learning of the focus pupils. It was important to allow them the time to write independently without adult supervision / prompting. Planned a lesson about sports to engage the reluctant writers with talk specifically planned in beforehand. Scaffolds for LAPs will be provided (incl. focus pupils) and prompts on the board for all to refer to.</p> <p>During the lesson, teacher would have a target group L-MAPs but not the focus children. SS & CW would observe focus children and the overall learning behaviours in the classroom, whether the groupings / pairings / environment were promoting these pupils' learning.</p>	<p>*Look in books to see current level of engagement / achievement in writing for focus pupils and progress from September.</p> <p>*Look at current assessment of the focus group of children</p>
9 th June	<p>The lesson study – 1st lesson – A– Engaged, listening, didn't contribute to discussion, knew what the task was and the expectations. Very animated during the speaking activity outdoors and spoke freely with her peers. During the writing activity, she wrote slowly but fairly consistently. Wrote slightly more than expected. B– Disengaged, showing distracted behaviour during teaching input. During speaking activity, not engaging with peers, not using full sentences, mono-syllabic, didn't benefit from this. In the writing activity, wasted lots of time, slow to get on task. Misunderstanding? Did write four lines in a short space of time. C– Distracted and disengaged. Seems very tired. Didn't contribute. Didn't really engage with the speaking & listening activity. Writing task was good!</p>	<p>CF = pencil grip, froggy leg pinch hold, unsure whether physical issue or concentration / attention / independence. Provide copying opportunity tomorrow morning to check. CF to access same activity as main class tomorrow with prompting / incentive to write more quickly.</p> <p>Visual clues in boxes in books with clear expectations of how much is expected – sticker reward! Breakfast for target grp?</p>
10 th	<p>The lesson study – 2nd lesson –</p>	

June	<p>Video clip at the beginning gave a hook and engaged target group as well as all pupils. The real trophies provided a focus, too.</p> <p>Use of the outside for a short speaking & listening activity was successful in providing vocabulary and spoken structures for the pupils to use in their own writing.</p> <p>Focus grp with HB with a structured using visual stimulus. Stickers used to provide short targets for both pupils. Pupils responded well.</p> <p>Blu-tac to help child to concentrate. Persevere with this.</p>	
	<p>Final debrief –</p> <p>We believe lower achieving pupils achieve more highly when provided with visual and structured approaches to writing. During this lesson study, this has included repeating the routine for the speaking and listening activity outdoors. This provided the opportunity to ‘rehearse’ what they would write. We also implemented a more structured writing frame to be used individually. The focus group had short targets, achievable within the lesson to motivate and this was very successful.</p> <p>Celebrating C’s efforts and providing a pencil grip reminded her about her focus on handwriting in the autumn term. She immediately used this correctly and self-corrected throughout the lesson for her grip.</p> <p>A further strategy was the use of a video clip and real objects to focus the group on the task.</p>	<ul style="list-style-type: none"> • Build up to FR using the same structure of today but independently with a greater expectation of written work before being rewarded with the sticker. • HC to work at HBs table but not always supported. Appears to need the close proximity of HB.
<p>Reflection and Key Points-</p> <ul style="list-style-type: none"> • We feel that this has been a successful lesson study. There has been a positive and immediate impact on the target children, their learning behaviours and lesson outcomes through the structure and routine • Discuss possibility of a speaking / listening group for next year, planned into the curriculum, to encourage speaking in sentences, taking turns, winning & losing (social /emotional aspects). • Pupils do freely access resources to support them when challenges occur when it is appropriate to the activity/session – this is fully embedded and to be continued! 		