

# Lesson study Autumn Term 2016

Triad – (Y3), (Y6), (Y1)

Date	Focus	Actions
14 <sup>th</sup> September	<p><b>First meeting</b> - to decide which class the lesson study would take place in, the subject and pupils. Learning behaviour in Y6 maths was and, continues to be, an area of concern so this was chosen.</p>	<p>5 pupils (LAPs, not SEN):</p>
	<p><b>Plan –</b> Key area was the independent learning of the focus pupils. It was important to allow them the time to work independently without adult supervision / prompting. Planned a lesson about BODMAS to allow problem-solving and reasoning. Practical apparatus for LAPs / others will be provided (incl. focus pupils).</p> <p>During the lesson, SS would teach the input, explain task to LAPs and then have a target group that was not the focus children.</p> <p>HB &amp; 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 achievement / quantity produced in maths lessons since beginning of the year.</p> <p>*Look at current assessment of the focus group of children.</p>
19 <sup>th</sup> October	<p><b>The lesson study – 1<sup>st</sup> lesson –</b> Most pupils were engaged during the CLIC / teaching input.</p> <p>Learning behaviour of the pupils during main session: HW: almost immediately achieved success with the first question then was motivated to continue. Worked well with child (opposite) to check answers. BW / LMc: Did not appear fully on task although did manage to complete work towards the end of the lesson. BW motivated by LMc's success. BB: Not on task, discussing irrelevant issues not related to the maths. Distracting others.</p> <p>All able to reflect on their learning at the end of the lesson although target group not as confident as others to explain their thoughts around the strategies they used and what they needed to do next to improve.</p>	<ul style="list-style-type: none"> <li>➤ Use whiteboards for input to encourage all to participate.</li> <li>➤ Consider mixed ability groups as all are working on same tasks.</li> <li>➤ Carefully pair pupils for maximum peer support.</li> <li>➤ Allow time to 'be in the pit' without intervening; therefore allowing pupils to find own strategies to get out and promote resilience and independence.</li> </ul>

<p>20<sup>th</sup> October</p>	<p><b>The lesson study – 2<sup>nd</sup> lesson –</b>  Whiteboards used as part of CLIC, where appropriate. This made the target pupils engage more.  SS working with group who, based on yesterday’s lesson, needed further support to consolidate. This did not include the target pupils.  Mixed ability pairings worked really well for all children (apart from B). H worked well with G. At one stage, he appeared to become overwhelmed and he was seen placing his head on the desk for about 5 minutes. After 5-10 minutes, with the support of his partner, he gradually started to return to his work and continued to work very hard.  L worked independently, without any help from his partner. The children on his table worked very hard and which seemed to provide L with good role models. L showed great resilience during the task and worked hard throughout the lesson.  B worked hard; towards the middle of the lesson, he needed reassurance both from a peer and the CT in order to encourage him to continue trying different ideas. Following this reassurance, he worked hard independently for the remainder of the lesson.  B tried to distract the children on his table by talking or throwing objects towards them which they ignored. He seemed to do some work but struggled to concentrate throughout.  B worked very hard with his new partner. B’s partner heavily scaffolded his learning when they started working on the first question. After this, B seemed to gain more confidence and he took more of the lead in the remaining questions. B finished all of his work and took great pride in showing everyone that he had moved onto the extension activity!</p>	<ul style="list-style-type: none"> <li>• Continue to let work without the teacher’s intervention so that he becomes more confident at ‘climbing out of the pit’ by himself. Allow some time to have a ‘break’ so that he can then re-focus after a short while.</li> <li>• Where possible/appropriate, position within a supportive, mixed ability group of children</li> <li>• Continue to monitor C’s learning behaviour</li> <li>• Pair with a child who has the patience to support him, while also not doing the work for him!</li> </ul>
	<p><b>Final debrief –</b>  The mixed ability groupings worked well. Pupils were well-supported by their peers without it hindering their own progress. The pupils in the target group were mostly confident (not LMc) to ask for guidance / clarity from their partner (whereas they wouldn’t necessarily ask an adult in the room) and the discussions were useful for the partner in deepening their understanding through ‘teaching’ and sharing ideas.</p> <p>The focus group appeared to be disengaged but responded very well to positive praise and achieving short-term goals for the work set. Raised self-esteem seems to be the ultimate aim for this group.</p>	<ul style="list-style-type: none"> <li>• Plan work to allow focus pupils to be successful relatively quickly before praising and encouraging them to tackle the main task.</li> </ul>
<p><b>Reflection and Key Points-</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Mixed ability groups will work for specific lessons but must be a flexible tool and planned using the teacher’s judgement. Pairings must be carefully chosen.</li> </ul>		

