

# Lesson study Autumn Term 2016

Triad – Emma Dinsdale, Lucy Hill and Laura Hennessey

Date	Focus	Actions
04.10.16	<p><b>First meeting</b> – at the first meeting we decided:</p> <ol style="list-style-type: none"> <li>1. Which children would be observed by the 2 observers.</li> <li>2. That the whole class will be doing English.</li> </ol> <p>The focus will be on punctuation in speech. The focus group will be working independently and the CT will be working with a different group.</p>	<p>*CT to prepare the lesson.</p>
05.10.16	<p><b>The lesson study – 1<sup>st</sup> lesson</b> – the format of the lesson was teacher led at the beginning, followed by all children working on punctuation. During this time the CT worked with the LAPS AND SEN. Observed children were working independently.</p> <p>Points observed-</p> <ol style="list-style-type: none"> <li>1. All children were on task and there were no behaviour management issues.</li> <li>2. Focus children were engaged and seemed to understand the rules of punctuation but struggled to apply.</li> <li>3. When the error was pointed out by the observer the children could correct the mistake.</li> <li>4. When asked, the children informed us that proof reading was not undertaken regularly.</li> </ol>	<p>*CT will use an editing code in the margin for children to try to find the mistake on their own.</p> <p>*If this is successful peer editing also be introduced.</p> <p>*Time will be allocated to allow the children to look back over their work and make improvements.</p>
27.01.16	<p><b>The lesson study - 2<sup>nd</sup> lesson</b> – the format of the lesson was similar to last week but the children were in mixed ability pairs. Since the last lesson the children were introduced to a new format for proofreading which involved the CT putting a code in the margin (instead of correcting the children’s work for them) and time is now allocated to proofread previous work.</p> <p>Points observed -</p> <ol style="list-style-type: none"> <li>1. Children were able to identify errors in their partner’s work and identify and correct errors in their own work.</li> <li>2. All children (including the focus children) were using the correct vocabulary and discussing/explaining their knowledge of punctuation, spelling and grammar.</li> <li>3. When questioned, the children gave</li> </ol>	

	<p>positive feedback on the new system. Such as, “before I never even bothered to look at what the teacher had put on my previous work” “I didn’t need to think about my mistakes as they were pointed out for me but now I have to actually look and think really carefully. “now we can learn from our mistakes”</p>	
27.01.16	<p><b>Final debrief</b> – we believe that this strategy enables the children to improve and apply their knowledge of punctuation, spelling and grammar. It also enables them to undertake proofreading activities and use critical thinking to identify and justify their knowledge of punctuation, spelling and grammar.</p>	<p>*report observations to English lead.</p>
<p><b><u>Key Take Aways –</u></b></p> <p>We implemented an effective strategy that has worked for all pupils.</p> <p>We think it would be beneficial to use this type of strategy across the school.</p> <p>It has focussed our own knowledge of this aspect of the curriculum and the importance of using the correct and same vocabulary across the school.</p>		