

Lesson study Triad 1 Spring Term 2016

Writing in Year 2.

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

Date	Focus	Actions
05.01.16	<p>Initial discussion - to decide which class the lesson study would take place in. Three suggestions were –</p> <ol style="list-style-type: none"> 1. Year 4 – how to encourage LAPs in maths to become more independent. 2. Year 2 – how to encourage the LAPs in writing to use the areas of learning to explore/practise writing independently. 3. LFS – how to ensure that the children are engaged in meaningful play that will enhance their learning. <p>It was agreed that the overlapping theme is – what the children are doing/achieving independently to support their own learning.</p>	<p>*Decided that the lesson study would take place in Year 2.</p>
12.01.16	<p>First meeting – at the first meeting we decided:</p> <ol style="list-style-type: none"> 1. Which children would be observed by the 2 observers. 2. That the CT would be working with focus groups on a maths task. 3. The enhancement activities that would be used to 'encourage' the children to writing independently. 	<p>*CT to prepare maths focus work that does not involve the focus children. *CT to prepare enhancement activities for whole class the access.</p>
20.01.16	<p>The lesson study – 1st lesson – the format of the lesson was that the CT would work with a focus group on maths. The other activities had been introduced earlier in the week and the children were reminded of what they were.</p> <p>Points observed-</p> <ol style="list-style-type: none"> 1. All the children were participating and concentrating in an area. 2. Behaviour management is well established and used effectively. 3. None of the children interrupted the CT so that the focus group could maintain their learning. 4. HAP children were fully engaged and keen to produce writing independently. 5. The target children avoided doing any written activities. 6. There is too much free choice (for this point in Year 2). 7. There needs to be a clearer, more exciting purpose for the writing activities. 	<p>*Group the children in mixed ability groups. *Set up a carousel of 4 activities. 2 of the activities need to include writing activities. The 5th activity will be a focus activity with the teacher. *Use tools from 'Mantle of the Expert' to produce more imaginative stimulus to engage all the children.</p>

27.01.16	<p>The lesson study - 2nd lesson – the format of the same as last week but with the actions done.</p> <p>Points observed -</p> <ol style="list-style-type: none"> 1. The layout of the classroom was better for more focussed, structured learning. 2. More activities that were geared to writing. 3. Children were given the responsibility of communicating the task to the next group. 4. 2 of the target children were writing. (2 of the children were not engaged in writing but would do so in the next session.) 5. 1 of the target children was unsure of the task. 	
27.01.16	<p>Final debrief - we believe that by adopting a more structured approach (with less free choice) the children's learning was impacted positively as they were on task with clear learning outcomes (including writing) and informs the teacher on the learning that did or did not take place during an independent activity.</p>	<p>*Get the target children to explain the task to others to ensure that they are clear with what they have been asked to do.</p> <p>*Show an example of what the written work could look like.</p>
<p>Key Take Aways -</p> <p>Ensure that the children are clear about what the expectations/ outcomes of a task is by modelling, demonstrating and questioning (from noticing a children who was unclear of the task).</p> <p>Recognise the importance of the shift in the percentage of time spent doing play based to teacher led activities.</p> <p>Ensure lower attaining writers have more opportunities to talk about or experience the task before writing it.</p> <p>Ensure that <u>most</u> activities are inspiring for the children.</p> <p>More importance should be placed on observing the children working independently and not always working on a focus group.</p> <p>It would have been better to plan the second lesson in detail together.</p>		