

Lesson Study at The Mead School

Y6 Autumn 2018

Lesson Study Research Question(s):	
<ul style="list-style-type: none"> • How can we develop journaling techniques to encourage children to improve descriptive and introduce evaluative skills? • How can we ensure that the resources that have been developed at the start of the lesson and ones supplied through the lesson are used effectively by struggling learners? • How do we encourage advanced learners to choose activity that will challenge them using meta cognition? 	
Group Members	Case Pupils and Characteristics (Including a DL)
<ol style="list-style-type: none"> 1. Richard Onyett 2. Lucy Imperato 3. Emily Young 4. Pam Gregory 5. Fay Perdicchia 6. Rob Cunningham 	<p>Pupil A: (Advanced learner) SS score 127. (DL) Grasps concepts quickly, solid number knowledge. Is a good talk partner, although can become over-excited. He will support other learners, persevere and not give up.</p> <p>Pupil B: (Struggling learner) SS score 85. Under confident in all areas of the curriculum. Gets it when with an adult. Struggles with related number facts. Her number knowledge is not there to access.</p> <p>Pupil C: (Average learner) SS score 102. Generally, keeps up with class. Finds it hard to spot where there is an error. Is a good talk partner.</p>
Strategy analysis and definition of success	
Strategy	Strategy analysis
Use of squared paper for anchor	<ul style="list-style-type: none"> • Children talked about the fact that they had the freedom to “put their brain on the page” • Squared paper allowed children to layout the maths in a way that linked to the learning • Having one between two supported talk partners to work collaboratively • The children valued the learning enough to purple polish and were directed to do this so it could be used as a resource through the rest of the lesson • Squared paper gave more value than the previously used scrap paper and was used more as a resource in the rest of the session
Carefully considered questions that prompt full written answers	<ul style="list-style-type: none"> • Questions were framed to make sure that children had to answer in full sentences and prompted children to both talk and write full sentences • The sentences also encouraged both description of the task and also evaluation.
Editing time and the end of the session with a focus using journal	<ul style="list-style-type: none"> • Effective active editing with the children reflecting on their learning • Specific time given in the session for this task with a real value placed on the editing and improving rather than the answer “I am not concerned with the answer, I want you to use this time to edit through the method and pick out any mistakes” • The children are reflecting on their own personal learning rather than the class learning - they have chosen what areas they look back at
Repeated reference to the resources that will support the learning intention through the lesson, both supplied by the teacher and created through the session	<ul style="list-style-type: none"> • A mixture of resources – created by the teacher (e.g. Anchor task, WIN, model journal) created by the children (multiples written in books from starter, examples in the journal during active modelling) • Teacher referencing back to own anchor chart as a resource when moving on through the lesson – flipping back through the previous pages to reference relevant content • Repeated and relentless reference to the resources drip fed this strategy to the children so that by day 3 more children were accessing the resources to achieve the learning intention
Use of sentence stems to support children to describe and explain thinking	<ul style="list-style-type: none"> • Questions stems in day 3 that included “My top tip” and “The error I made was.....because.....” prompted meta-cognition as children considered their own thinking in order to give advice

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<p>Pre-teaching the advanced learners pointing them towards an activity that would challenge them (e.g. to evaluate rather than describe)</p>	<ul style="list-style-type: none"> • Children spoken to before the session - had a task suggested to them or some time exploring which of the super 6 would challenge • When being pre-teaching the advanced learner he was able to pick out the one that would challenge him more and explain why
<p>Use of carefully considered errors used in teaching - modelling identification and response to consolidate learning</p>	<ul style="list-style-type: none"> • Picking the errors that the children had shown gave value to their thinking and to their own errors • These errors engaged them in the process thinking about their thinking saying things like “Why has she done that?!” “Oh! I see where she has gone wrong” • When doing their own explanations able to access the method more effectively • This helped the children to focus their minds on each step of the process, it required an active involvement therefore reinforcing their understanding
<p>Use of varied presentation methods for a journal – allowing some personal choice to record (brain on a page)</p>	<ul style="list-style-type: none"> • Giving freedom - even in terms of space, layout, equipment provides more ownership and more enthusiasm • This enabled them to interpret in their own style and record their thinking in their own way

Progress Measures (analysis of effectiveness)

How can we develop journaling techniques to encourage children to improve descriptive and introduce evaluative skills?

At the beginning of the week, children responded simply to questions about the method e.g. “Charlie is correct” and “It’s better because it is less messy”. The use of carefully considered questions and sentence stems prompted children to write full sentences that not only described what they were doing but explained their thinking. Even struggling learners were able to describe strategies that supported them to access the method: “My top tip is to use multiples because it stops you having to do the division.”

How can we ensure that the resources that have been developed at the start of the lesson and ones supplied through the lesson are used effectively by struggling learners?

In the first session, it was noticed that - despite reference to the resources - struggling learners particularly were forgetting to use them or hadn’t noted down the correct information to help them. Increased reference, with deliberate modelling by the teacher, improved this through the sessions. In the second session, more time was given to check that the resource children had created at the start were correct and in the third session peer marking was used to ensure that the information was correct. All of these strategies meant that by the third session the vast majority of learners were using the resources appropriately and effectively.

How do we encourage advanced learners to choose activity that will challenge them using meta cognition?

Pre-teaching for advanced learners (in this lesson study this was limited to a couple of minutes) to discuss what the learner could do if they have completed the expected work. This discussion focuses on what would challenge them and why making the learner think about their own strengths and areas they need to improve. It also allows time to think about why this area is challenging.

Of all the questions, this was the hardest to show impact over three days. The research team discussed how the success has always been measured by an ability to complete a series of equations quickly and without error; this means you are good at maths. The team recognized that it would take time to change this culture but the things that we have explored would have a positive impact as they are used consistently throughout the school.

Conclusions/Professional Learning

“One of the things I really noticed was how teaching awareness of how to think, the constant narrative from the teacher modelling thinking is powerful.”

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“Time given to teach children how to reflect and edit their own learning is invaluable and needs to be considered when planning maths.”

“The questions that we ask children must be considered if we are going to improve the quality of journaling, modelling how we lay out our thinking and giving children ownership of this (as we do so skilfully in English). “

“The careful consideration of errors and misconceptions is something that must be considered – these can sometimes be used as something to observe while being the professional eavesdropper but also to be used as something to model with children.”

“The advantages of collaborative working and having time to reflect on your own practice in connection with what you are talking about and what you are doing.”

“It has been a privilege to work collaboratively across the trust developing a consistent approach seeing the effect of the planning in action.”

“One of the benefits of lesson study is about avoiding teachers feeling like it is being ‘done to’ – changing this to a culture where teachers work collaboratively to improve teaching and learning.”