**Lesson Study in Numeracy**

**Evaluation at end of frist set of visits. Nov 2016.**

***How have you found the experience?***

**Group 3. 1st December 2016**

Valuable to see other classrooms seeing and sharing ideas and ways to share activities. Interesting to see how delivered with the ideas of others. Some different materials.

Good to share the standard of children’s work and interactions in the area. Moderation tool.

**Group 2 . 3rd November 2016**

This group have got on well planning and making resources and how they question children. Might be better with a series of four lessons, more of a learning experience for teachers seeing the progress. Especially as a different cohort of children. Good to get techniques from each other, particularly questioning and plenary techniques.

**Group 1. 3rd November 2016**

Been a good experience same lesson over and over has become a bit repetitive, children are responding similarity albeit the diversity, poverty, EAL, small classes. Good to get into each other's classes. Now on fourth time feedback is similar.

Reflecting on practice about how children are leading session. Planning was good, seeing others teaching also gave us ideas to refocus, HOTS learning intention tree.

***How have the timescales been?***

Not bad as we met in October and planning for December gave time for what we needed to get to know the kids and reflect. Making sure we were all at the same lesson. Four weeks in a row was good.

Lunches in afternoon, travel time, eating while driving.

Fairly quick agreement on which area to choose coming from standardised testing.

 Every week has been good kept the pace quick. All lessons took about the same time.

Trying to find the big question and feedback questions.

Key focus at beginning all had different ideas but wanted a stand-alone maths rather than numeracy. Flexible similar teaching skills.

Make timescale for planning and visits more immediate.

***How has the lesson developed over the four weeks?***

Some of the activities changed including the bingo games which were changed to fit the class.

Using the same collection of resources but not identical.

Using the SC /LC

Change some small ideas sharing/ makes you adapt the ideas.

Ability differentiation to 20p initially and then revisited down to 10p . More cognisance of prior learning . Differentiating according to class groups.

Money is tangible, going to shop, children were communicating with each other.

Independence that ICT giving them confidence. In shop children often changed the outcome use of coins was very different. Peer assessment was encouraging children to compare and using application. HOTS and plenary to see thinking that was involved.

Maybe not do the same lesson four times. Although we adapted as there were so many different variables.

Mainly tweaks, first time changing some of the resources just to make it more accessible to children.

Questions changed a bit.

Children able to come up with different ways to record the information. Lesson gave children freedom to lead own learning.

***What impact has the joint planning and discussion had on the learners?***

Full coverage of lesson being precise very clear about the LC/SC able to tweak to meet own class needs.

Different level of experience among the teachers very supportive very accommodating.

Able to identify other activities to share with the children e.g plenary quiz children benefit from learning to evaluate through the plenary sessions.

Deeper learning, collaboration and independence leading learning.

Questioning using more challenge in questions, give children more freedom, okay to be wrong, try things out, less teacher led, better at talking about their learning than teacher thought. Children better at explaining why they had made their decisions all classes were quite good at this. Making materials accessible one of the classes really good at this. Could we present more of a range of materials, introduce in future lessons. Good opportunities for group work. Children enjoyed and were engaged in the learning. The story and context for the dinner hall.

***What have you taken from each of the visits and how will/ have you used it in your classroom?***

Behaviour management techniques.

Plenaries

HOTS/ HOTS DICE

Changed the way plenaries are done.

Share ideas, alternative ways and approaches, open minded, moderation simply seeing it.

Moderation, group work, challenges,

***Has this been an effective CPD opportunity?***

Series of lessons would be more beneficial and give more interesting discussions.

Yes getting into other schools. Able to make connections.

***How could we continue the experience what changes or developments could we involve in future? Sustainability!!!!***

Target at specific year groups ,

Within two schools not such a travel.

HT shared other groups ideas and would be willing tie to WTA and use some NCCT AND INSET PLANNING.

WTA Could use this as part of agreement.

Good working in this attainment cluster, share topics and resources joint planning, WTA , HT see how we can organise timetables.

Would be keen to find ways of using NCCT time, planning a topic, towards end of day.

Use a social studies topic joint plan across 4 schools then arrange visits between two school, then four teachers meet to discuss, share resources, classes are near enough to visit for displays of knowledge.