

Context	<p>Lesson Study has a reputation for being a very specific approach to classroom action research. The approach focuses on the development of Teaching and Learning and pedagogy. This approach has been in used in Japan since 1870; pre-dating action research as we know it, by 70 years.</p> <p>Lesson Study involves groups of teachers working together to collaboratively plan, teaching, observing and analysing Learning and Teaching in ‘research lessons’. At The Priory School we are trying to embed a culture of collaborative planning so this approach fitted well with our ethos. Teachers work in groups of three, or Triads, over a ‘cycle’ of research lessons; the approach has collaboration and peer to peer support at its core which reinforces the work we already do in school. The expectation is that there are clear outcomes to the research and that Teachers share best practice with colleagues and publish a paper reporting back on how it will influence their practice.</p> <p>Lesson Study is a well-established approach in this country used in Primary schools, Secondary schools and universities.</p> <p>During a Lesson, a Triad (or a pair can work) will:</p> <ul style="list-style-type: none">• Agree a focus for the pupil learning and progress. This agreement must be made collaboratively and be routed in data collected about a specific group or subgroup of children• Collaboratively identify an area of improvement that addressees that focus• Identify around three ‘case pupils’ appropriate to that focus - for example high, middle or lower attaining in the class• Joint plan a ‘research lesson’ which focuses on the agreed area for improvement and also focuses on the three key students• Teach and observe the lesson focusing on the three agreed students’ learning• Conduct an interview with the student and gauge their perception of how the lesson went• Schedule a lesson discussion analysing the student voice and the way in which the teacher and observer felt the child/ren progressed• Share the outcomes and best practice with other teachers – in a presentation and record your findings as a piece of action research. There is also the opportunity at The Priory School to act as a mentor to future triads. <p>The Priory Trust Lesson Study Triad consisted of three teachers: one Secondary Maths specialist and two Primary non-specialist teachers. Lesson study was offered as a Performance Management target within The Priory School and I</p>
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	<p>was keen to evaluate its impact as a way of improving my own pedagogy along with observing and discussing other colleagues' practices within a professional dialogue.</p>
<p>Section one: Purpose and aims</p>	<p>Initially, the thoughts of our triad were to look at the differences in pedagogy between Year 6 non-specialist teachers and a specialist teacher with a Year 7 class (some of whom had moved up from the same feeder school).</p> <p>Within a professional dialogue, it was felt that the most relevant factors to consider were the Key Stage 2 scores of targeted students (we identified three: one lower ability, one middle ability and one More Able).</p> <p>We felt that this study was of particular importance because we wanted to identify some 'common ground' between the two year groups at this significant transition point in their education. Our goal was to conduct the Lesson Study with a focus on the agreed area, but that long term, we might build on this professional approach; building upon this relationship through future opportunities such as team teaching, sharing best practice, CPD across the MAT.</p> <p>We worked as two schools within the MAT; with a clear focus on teaching, and developing pedagogy.</p> <p>The target group of students were Years 6 and 7. We were aware, as a triad, that there was some repetition of subject content across this transition point and wanted to see if we could both use this repetition to our advantage; potentially using it to inform our planning and development of future schemes of work.</p> <p>At Year 7, Initial quantitative measures were the students' Key Stage scores – 96, 100 and 103 were chosen to represent L/M/H ability – alongside our knowledge of the students' outcomes. At Year 6 I relied on the teachers' record of assessment, alongside their professional judgement.</p>

Lesson study triad across a MAT, with a focus on year 6 and 7 mathematics

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<p>Section 2 – implementation, innovation, evidence, risks and issues</p>	<p>Three students were chosen based on prior attainment and teacher-assessed known ability. These targeted students were then observed during a Year 7 problem-solving activity and a Year 6 Maths class.</p> <p>Student voice: Following this observation, I interviewed the identified Year 6 students and the other members of my triad interviewed the three Year 7 students identified from my Year 7 teaching group.</p> <p>Initial difficulties re implementation were logistical. Arranging for three busy teachers with additional responsibilities, across two sites, to come together at the start of the academic year was admittedly problematic but not impossible. To then meet again to observe two further teaching lessons, as well as time for feedback afterwards was again logistically challenging. A commitment to Lesson Study may also include cover costs and this expenditure should be planned into the Lesson Study process as almost an inevitability.</p> <p>Our triad limited staff costs to a minimum by meeting during free time, and observing each other during free time – thus removing the need for cover costs.</p> <p>We are keen to build a stronger relationship with our feeder schools and this intention was accelerated by Coleham Primary School joining the TPS MAT. Coleham School felt that attempts had been made by TPS in the past to try to build a relationship and a link– and all parties felt keen to make this link stronger.</p>
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Section 3 – impact of the work	<p>At all key observations during the study we interviewed our three identified students afterwards to gauge their experiences and perceptions of the lessons. This was vital in ensuring that how we as professionals felt the lesson had gone was not the only factor; it was essential to see whether the students' views matched our observations.</p> <p>In Year 6 the students were of a range of abilities and all could access various parts of the lesson. During student voice, students reported that they liked the differentiation and the level of challenge involved – they also explained that they liked the support that they received during the lesson from both teacher and TA.</p> <p>In Year 7 the focus of the lesson was open-ended problem-solving. Students reported to my colleagues that they really liked that the lesson had no right or wrong answers and that everyone could access the problem with varied success.</p> <p>The triad felt that this lesson required more mathematical confidence from the teacher and that it was best suited to a specialist – although it was something that my Primary colleagues wanted to do more of.</p> <p>Following the triad, we are now at a stage where we have built a professional trust and have a greater confidence in how the other works; we are more confident in each other's classrooms. We already ave a meeting scheduled to discuss 'next steps'. There are clear routes for this process to follow in the future; short term and long term. Our initial thoughts are that we bring Year 6 and 7 together in a jointly planned Maths activity – with a crossover subject from both schemes of work.</p> <p>As our main focus for this triad was to build a relationship with a view to working more closely in the future I can say without reservation that the study was a success, both on a pedagogical and professional level.</p>
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Section four – Disseminating impact and system learning	<p>Within the MAT I will be advising other schools to engage in Lesson Study – for example at St. Martins School, it would be hugely beneficial for KS2 and KS3 teachers to complete one of these triads in the context of a through school. A strong Secondary Maths department should have the foresight and necessary overview to understand the work that goes on in our feeder schools and vice versa – it is a very powerful tool to inform our own pedagogy.</p> <p>The major limiting factor in this type of work is time – however we managed this challenge so it can be done if the need and the will is there. I think it is for schools to realise the value of this type of work and assign it as CPD for example. At TPS, we have been allocated time within the CPD programme to meet and work on this study, and there is an expectation that we share our findings with the rest of the school during allotted CPD time. The impact of this will then be, we hope, that others will follow suit and the cycles will continue with different foci.</p> <p>It is difficult to evaluate the success of this project initially – I think that this may come at the end of the next stage when we have jointly planned and delivered another session. This first study was to build foundations and a relationship with a view to future work together – and on that basis it is a success.</p> <p>I will be recommending this approach to other schools in our MAT – starting with St. Martins. I have also spoken to other subject leaders in the regional network about the two triads I have been involved with and recommended its value.</p>