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| Lesson Study : Case Report Proforma – David Harrop (St. Christopher’s Primary, Speke, Liverpool) |
| **Title of case study**  *(40 words)*  Using lesson study to aid in the development and accelerated progress of underachieving Year 6 children. To identify strategies that have the greatest impact upon reading development in a short focused teacher led session. |
| **Who might find this case report useful?** Give two suggestions (6 words each)   * Literacy subject managers * Key stage 2 teachers |
| **Key points:**   * The aim of this study is to build upon the improvements we made as a school to the delivery of guided reading last academic year through the collaboration of 3 members of school staff. * The children in the focus group entered key stage one working below average in all areas and have continued to work below the national average throughout key stage 1 and now into their final year in key stage 2. |
| Names and usual roles and contact details of LS group members  David Harrop – Year 6 teacher, Literacy subject manager, KS2 phase Leader and SMT  Rachel O’Connor – Reception teacher and Literacy key worker  Helen Lewis – Reading Recovery |
| Section A: Context and overall aims (250 words)  St. Christopher’s is located in Speke, which is an area of high deprivation. Our school is two form entry with a high percentage of free school meals. What we want as a school and what we aim for is that all our children reach their full potential and thrive in a caring environment. We have good community links to other schools and businesses in the area.  In Year 6 a large number of our children enter the year working well below national average, however by the end of the year nearly all have made accelerated progress from their starting point in reception. Our focus this year has been to include as much outdoor learning as possible in literacy, maths and IPC.  Throughout the school we have a high percentage of children with learning difficulties however these children also make good progress throughout their education at St. Christopher’s. Our whole school tracking system ensures that children who require support or intervention are identified early by the class teacher, subject manager and SMT. We provide many forms of intervention throughout the school day and also after school and often during school holidays. All our children from KS1 to Year 6 are offered numerous extra-curricular clubs each night which are led mostly by school staff.  Our focus for Lesson Study was on guided reading as reading is one of our areas of focus within the school improvement plan. One of my key areas of responsibility in the school is that of Literacy subject manager so I saw the programme as a perfect opportunity to try out the format of Lesson Study prior to then disseminating this throughout the school if we felt it would benefit the children and staff of St. Christopher’s/ |
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| **Section B. Aims of the LS, class(es) and case pupils you worked with**  500 words |
| The curriculum focus for lesson study in Year 6 will be reading. Reading has been chosen as it is our whole school target for the second year running. Targets have been identified through APP data collection and bench marking each child in the focus group. The aim will be to identify what teaching strategies work best in aiming to achieve these identified outcomes as we decided we wanted to make a focused assessment of what worked well with children working just below the national average.  Prior to the start of the project and after attending the initial training day my first step was to research Lesson Study further through the ‘Lessonstudy.co.uk’ website reading several case studies and downloading the handbook. I then researched the information provided through Liverpool L.A linked to engaging reluctant readers. |
| Section C: Your first research lesson1) (RL – planning, delivery, observations and analysis meeting (300 words) |
| The first session was based around the text ‘Why the sea is salty’. The Learning Objective for the lesson was ‘ Can I explain an inferred meaning using evidence from across the text?’  See lesson plan for actual content of session.  It was observed throughout the lesson that both pupils made clear progress by the end of the session. It was noted however that case pupil A did lack confidence in her own ability and that case pupil B did appear nervous throughout the session (pupil B is a reluctant reader who never reads outside of school).  Reading strategy cards helped both pupils especially pupil A who could visibly be seen referring to the cards when reading independently.  Scaffolding the answer helped pupil B to structure his answer.  In session 2 I will refocus on the same L.O to ensure all the children in the group are secure. |
| Section D: Your second research lesson (RL2) – planning, delivery, observations and analysis meeting (300 wds) |
| The second session was based on another myth and legend titled ‘How the world began’. The L.O was the same L.O as the previous lesson.  Case pupil A was absent for this session so the focus would be solely on pupil B.  It was evident in this session that pupil B appeared more relaxed and confident. He was engaged and focused throughout the entire session. The L.O had clearly been achieved by the end of the session.  Through interview pupil B mentioned how he was still reluctant to read at home.  The focus for the next will move from fiction to non-fiction to fit in with our new literacy unit. |
| Section E: Your third research lesson (RL3) – planning, delivery, observations and analysis meeting (300 wds) |
| The third and final session focused upon a biography titled, ‘My friend Mandela’. The L.O for the session was, ‘Can I identify the features in a biography and support with reference to the text?’  This session was also observed by Gilda who also provided feed back at the end of the session.  Pupil A used the class working wall to help identify the main features of a biography and used this with great success throughout the session. Pupil B was very enthusiastic and also had achieved the L.O by the end of the session.  Pupil A really enjoyed the word card activities and this has been the case throughout the previous sessions. The improvement in her confidence was noted by both members of staff observing the session.  Pupil B discussed how he was beginning to develop a passion for reading and that he was even going to try and go the shops with his mum to buy a book.  Through discussion at the end it was decided that a next step could be the introduction of ‘Have a go books’ and that the responsibility for learning and progress be thrown back at the children by shifting the focus to the process. |
| Section F Impact on pupil learning and progress (250 wds) |
| Lesson study has made a clear impact on both pupils in terms of academic level, enjoyment and confidence. Unfortunately two weeks after the three session case study pupil B left our school so it can only be hoped that the passion he was beginning to develop for reading will be continued in his new school.  Pupil A has continued to grow in confidence and this is evident in weekly guided reading sessions, 1 to 1 reading with an adult and when asked to read aloud in front of the class (which she was very reluctant to do prior to lesson study). Her reading level on entry to year 6 was 3B and by November she was assessed as 3A. The hope is that through focusing on the things that I was doing well and the things that needed changing slightly I have had a much greater impact on the children’s learning in a very short space of time and hopefully this will continue throughout the year.  Our next step is to discuss with our Head Teacher the impact we feel Lesson Study has had and how we can introduce this to the whole school.  *.* |
| Section G Impact on practice and future teaching (250 wds) |
| Lesson study has made me refocus how I plan and especially how I deliver guided sessions. The discussions following the observations provided interesting observations that would have been missed without the support of the observing colleagues. It was fantastic to listen to the children in the interviews and then see their suggestions being put into practice in the next guided session.  The clear impact made on Case Pupil B’s view of reading over just three weeks and how he would now go and buy a book made the whole process worthwhile. |
| Section H: Impact on departmental and school approaches to teaching, learning, supporting pupils with learning difficulties, and CPD. (250 wds) |
| *As we have only recently finished our final observation the impact Lesson Study will have upon the whole school is as yet unknown. We will be meeting with our Head Teacher after half term and presenting all we have done over the past few months and discussing how this may be implemented within school.*  *.* |
| Section I: Personal reflections (100 wds) |
| I have really enjoyed being a part of the team bringing the Lesson Study ideology in to our school and seeing it come alive in practice. It has been fantastic working with colleagues from other areas of the school and observing and questioning children who I often don’t get a chance to work with. The hope now is that this can become whole school not just for 3 lucky teachers.  *.* |