Lesson Study Project

Aims:

1. Introduce, develop and evaluate the use of 'Lesson Study' as a tool for developing and sharing best focusing on the following areas:
* AfL,
* SEN,
* Differentiation
* Literacy across the curriculum
1. Develop and sustain links via work collaboratively with colleagues at Barbara Priestman Academy

Staff Involved:

St Anthony’s: Gillian Emery, Alison Gray, Nicola Cockburn

Barbra Priestman: Judith Stephenson, ANO, ANO

Project Leaders: Gillian Emery/ Judith Stephenson

Funding:

The project has received £1500 from the TLA. St Anthony’s has invoiced for this amount.

Cover/ Time out of school

Planning Meeting and Initial Lesson Planning (3 staff, half day each)

Lesson Observations –each participant would observe and evaluate two lessons = half a days per lesson obs and evaluation = 6 half days cover

Final evaluation = 3 staff = 3 half sessions

The rest of the planning/ evaluating etc. can be done via email or after school

Total = 12 half sessions = 6 days cover in total

Cover rate = £150 per day

Total = £900 spend on cover, leaving £600 for dissemination/ unseen costs

Action Plan

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| **Action** | **Success Criteria** | **Persons Involved** | **Timescale** |
| Research the concept of lesson study (consult National Strategies documentation, meeting with Judith Stephenson) | A good understanding of how Lesson Study can be used successfully is developed, confidence in how to apply it to our context is developed, this information is disseminated to all participates.  | Gillian EmeryJudith Stephenson | July 2013 |
| Identification of two furthers staff from Barbara Priestman to be involved in the project | Staff identified and are keen to be involved | Judith Stephenson | July 2013 |
| Initial planning meeting – all staff to meet for half a day | Staff involved split into two learning triads, each consisting of a mixture of St Anthony’s/ Barbara Priestman staffFinal focus for each triad agreedThree lessons identified for ‘lesson study’ (one per person)Lesson planning begun | All participants | October half term |
| Collaborative lesson planning (round one) | A lesson is planned collaboratively | All participants |  |
| Lesson observation and evaluation (round two) | One person in the triad teachers, the other two observe. The triad evaluate the lesson focussing on the agreed area  | All participants | Christmas |
| Collaborative lesson planning (round two) | A lesson is planned collaboratively | All participants |  |
| Lesson observation and evaluation (round two) | One person in the triad teachers, the other two observe. The triad evaluate the lesson focussing on the agreed area  | All participants | February half term |
| Collaborative lesson planning (round three) | A lesson is planned collaboratively | All participants |  |
| Lesson observation and evaluation (round three) | One person in the triad teachers, the other two observe. The triad evaluate the lesson focussing on the agreed area  | All participants | Easter |
| Final Project Evaluation | A final evaluation is undertaken of the impact of Lesson Study | Gillian EmeryJudith Stephenson | May Half term |
| Dissemination | Projects to be written up and submitted to the TLA/ dissemination via TLA conference and internal dissemination in schools. | All participants as appropriate | Summer Term 2014 |