

London Primary 1 – notes for reviewers

Context

These three short video clips show a lesson study group in a school involved in a large 96 school LS project in London that ran from 2013-15 and then extended from 2015-17. The aim of the project was to develop a version of the new 2013 National Mathematics Curriculum (introduced in 2014 and first tested nationally in 2016) tailored to particular needs of London pupils.

The school in the video has 90% bilingual pupils with over 60% eligible for free lunches. Standards on entry are very low. Many children on entry have delayed development of their first language. At the time of filming the overall progress rates of the children by age 11 were excellent in English and good in mathematics but the school wanted mathematics progress rates to improve. The new curriculum was perceived as very knowledge-heavy in comparison with its predecessor which had emphasised skills and processes more, and the new assessment methods were viewed as a return to largely written tests often with much mathematics embedded deeply in the language of the question item.

The project brought schools together for a day each term of joint kyouzai kenkyu with mathematics, curricular and pedagogical experts focusing on areas of the new curriculum identified by the teachers as challenging (though many were familiar areas that have always been perceived as particularly hard to teach and hard to learn). On the back of this they began to scope their own school lesson study (three research lesson cycles) which they planned and began to conduct in school a week or so later. In this case it took about 10 working days to complete. (There was a follow up district session before the end of each term where the groups presented their research lessons to each other).

The three teachers conducted a 'research lesson study' which has the following features (i) a sequence of three research lessons. It also uses (ii) 'case students' – (reference students each of whom, in this case, is a marker for a larger group of similar learners and (iii) they interview a group of students after each research lesson in order to explore their perceptions of the lesson and learning. There is a strong emphasis on dialogic aspects of teacher learning.

They are working with a class of 10/11 year olds. They plan collaboratively but each teacher leads the teaching of one of the research lessons while the others observe the students' learning - focusing on all and at times specifically on the case students.

All the group's data can be found in the lesson study workbook pdf which they used to record and organise their data, discussion notes, decisions and reflections. The highlighted sections of the workbook are those that relate to the six video clips in the film. RL1 does not feature at all. We enter after RL2.

London Primary 1 LS Workbook Contents

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Overall post LS discussion	page 27-29

Details of what was done in the lesson study

In this lesson study they introduced and develop decimal numbers, decimal fractions and fractions. This is the second lesson study of the year. It is the spring term. The kyouzai kenkyu in the autumn term had focused on (in addition to areas of the new curriculum) using visualisation and manipulatives. This term it had focused on curriculum areas of ratio/percentages/fractions/decimals and had also focused on developing students' use of collaborative 'exploratory talk' in pairs to explore mathematics, help each other, investigate issues, explain and develop solutions. They had found the wider use of manipulative useful in the previous lesson study and so used 'Deanes' equipment.

In RL2 they focused on strengthening and deepening concepts that had been introduced in RL1 and in some cases re-introducing things that were not as successful as hoped in RL1. On the basis of their findings from RL2 (including feedback from students) they make RL3 an opportunity for students to use and apply content of RLs 1 and 2 in a scenario context (the Olympics).

Video

Clip 1 This starts just after the second research lesson after which G had interviewed a group of students. They then go on to discuss the learning of the pupils in the lesson starting with each case pupil and then in broadening out.

We enter **Clip 2** well into the discussion of RL3 when they are again discussion the pupils learning that they observed compared with the learning predicted and seeking to understand and explain any differences. By **Clip 3** the group members are summarising an overview of what they have found out about their pupils' learning over the course of all three research lessons and interviews and reflecting more broadly on what they have drawn from that themselves and the implications of that for future teaching and curriculum design.