



Learn-AT

Learning ~ Fellowship

Lesson Study Policy

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Please note that this policy supersedes and replaces any equivalent policies or sections of policies. This policy is non contractual and can therefore be amended without consultation. Before you use this policy, please check you have the latest version using the footer reference and Learn-AT Policy Index.

This policy applies to all Learn Academies Trust schools and should be read in conjunction with the latest associated guidance issued by Learn-AT.

Effective professional learning sits at the heart of the Learn-AT's vision for a school-led, collaborative, learning organisation in which adults thrive and children flourish. This policy is underpinned by Learn-AT core principle, *Learning*, and its core value, *Fellowship*.

The policy has been developed following several years of experience of Lesson Study leadership and extensive action research related to the implementation of Lesson Study in individual schools and at scale across a network of schools. It should be read in conjunction with these Learn-AT policies:

- Research-Informed Professional Learning (RIPL) Policy
- School Improvement Framework
- Curriculum and Pedagogy Framework
- Assessment Policy

1. What is Lesson Study?

1.1. Lesson Study emerged from East Asia in the 1990s, after the publication of the findings of the Third International Mathematics and Science Study (TIMSS). It is a system of collaborative teacher learning which has been used to improve teaching in Japanese schools for many years. It is becoming increasingly prevalent in the UK and appears to provide contexts in which teachers can focus collaboratively on pupil learning, approach lesson design in a spirit of enquiry, engage with curriculum specialists, authoritative curriculum guidance and educational research. Lesson study provides opportunities for teachers to:

- engage collaboratively in professional learning about aspects of pedagogy related to specific areas of pupil learning;
- to apply their learning in the context of planning and teaching live, research lessons;
- to evaluate and reflect on the impact of their teaching on pupil learning;
- share their learning with colleagues.

2. Rationale

2.1. The Trust's RIPL Policy explains its commitment to the continuous improvement of the quality of teaching by establishing a research evidence-informed and engaged approach to continuing professional development (CPD). School leaders' promotion of and participation in teachers' professional learning may have more impact on pupil outcomes than any other leadership activity (Robinson et al, 2009). Lesson Study is a key feature of Learn-AT's RIPL Policy. This document sets out Learn-AT's approach to the leadership and implementation of Lesson Study.

3. Characteristics of effective CPD

3.1. There is a strong body of research which suggests that effective CPD, in other words CPD which has a positive impact on teacher learning and, ultimately, on pupil learning, is:

- Collaborative
- Sustained over time
- Situated in practice
- Research-informed
- Inquiry-orientated
- Focused on pupil learning

3.2. The Professional Standards for CPD (DfE, 2016) state:

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.

And all this is underpinned by, and requires that:

5. Professional development must be prioritised by school leadership.

3.3. Clarke and Hollingsworth's (2002) model of interconnected professional growth is a useful tool to evaluate CPD provision. The extent of connections made between four key domains is an indicator of the quality of the professional learning activity:

1. **External Domain** - engagement with external sources of information, e.g. research literature or a subject specialist;
2. **Domain of Practice** – opportunity for professional experimentation, e.g. application and evaluation of professional learning in classroom practice;
3. **Domain of Consequence** - salient outcomes, e.g. impact on pupils' and/or teachers' learning;
4. **Personal Domain** - relates to teachers' knowledge, beliefs and attitudes.

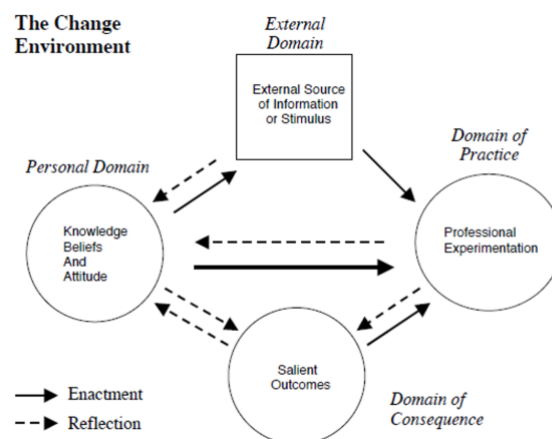


Fig 1: The inter-connected model of professional growth (Clarke, Hollingsworth 2002, p951)

- 3.4. Our work suggests that Lesson Study (LS), when skilfully facilitated and supported by specialist expertise and when adequate time is provided for teachers to participate during the working day, can provide a RIPL context which promotes strong connections between the domains of Clarke and Hollingsworth's model.
- 3.5. Lesson study is a vehicle for the provision of CPD. In the same way that the effective, focussed and research-informed leadership of CPD is essential to its success, research conducted in Learn-AT schools since 2013 suggests that effective, focused and research-informed leadership of the lesson study process in schools is essential to its success. This policy outlines those features that research literature about lesson study and analysis of our own qualitative data collected over several years suggests are important for the successful implementation of lesson study as a mode of high-quality CPD.
- 3.6. Broadly speaking, Learn-AT advocates an approach to lesson study which closely resembles Takahashi and McDougal's Collaborative Lesson Research model (2016). Lesson Study in Learn-AT schools involves the following components:
 1. A clear research purpose
 2. *Kyouzai kenkyuu* – a period of study involving new, research-informed professional learning
 3. A written research proposal including a focused inquiry question
 4. A live research lesson and discussion
 5. Knowledgeable others
 6. A senior leader in school responsible for the proactive facilitation of Lesson Study processes – the school's RIPL Lead
 7. Sharing of results and lesson learned

4. A clear research purpose

- 4.1. The lesson study team – usually 3-4 teachers – is supported by the school's RIPL Lead to identify an area of curriculum and/or pedagogy as the focus of the lesson study cycle. The starting point for this should be pupil learning. What aspect of pupil learning does evidence suggest would benefit from investigation and improvement? Evidence would lie in assessment data, pupil work, teachers' formative and summative assessments, school self-evaluation information. The lesson study focus should be informed by school improvement priorities pertinent to the learning of the pupils in the classes of the teachers involved and the teachers' professional learning needs. The focus starts as a broad area for inquiry and over the course of a period of study – 'Kyouzai Kenkyuu', with the continued support of the RIPL Lead and informed by their resulting new learning, it is distilled into a more tightly-framed inquiry question which will be the focus of the research lesson. For example, an area of inquiry could start out as 'Reading Comprehension' and, following input from an English specialist and engagement with research literature such as systematic reviews, result in a question such as 'How can the explicit teaching of vocabulary support pupils' inference skills in reading?'

5. Kyouzai kenkyuu

A period of study involving new, research-informed professional learning

- 5.1. Adequate time (3 – 4 weekly afternoon sessions) at the beginning of a lesson study cycle should be devoted to study related to the area of inquiry identified by the LS Team. The school's RIPL Lead should ensure that high-quality and accessible research literature, reading material and curriculum guidance relating to the agreed inquiry focus and to the development of appropriate pedagogies, are made available to the team from the outset. This minimises time wasted searching for research material. Support for access to relevant and high-quality research material is available from Learn-AT system leaders via the RIPL Leaders Network Group. Where possible, a 'Knowledgeable Other' (see below) might also be directly involved to support this period of Kyouzai Kenkyuu.

6. A written research proposal including a focused inquiry question

- 6.1. By the end of this study period, and supported by the RIPL Lead (and/or the Knowledgeable Other), the LS Team should agree a research proposal which includes a focussed inquiry question and a hypothesis informed by the Team's learning during the Kyouzai Kenkyuu period of study and research engagement with which to frame the research lesson. The research proposal should outline how the team's new pedagogical content knowledge will be reflected in the lesson plan. It should also set out the ways in which the team plans to evaluate the effectiveness of the lesson study cycle.

7. A live research lesson and discussion

- 7.1. The LS Team members plan the research lesson together and write a detailed lesson plan. The research lesson should be considered as one of a sequence of lessons. The lesson plan should reflect the LS team's new learning during Kyouzai Kenkyuu. The team should consider pupils' potential misconceptions and plan to pre-empt them, or to think through how to use formative assessment to reveal and address them during the lesson. The lesson planning process is an opportunity to refresh teachers' thinking about the effective planning of learning sequences and revisit generic pedagogical principles such as Rosenshine's Principles of Instruction.
- 7.2. **Target Pupils:** the team identifies individual pupils to target for detailed observation during the lesson.
- 7.3. Time is set aside for the research lesson to be taught, pupils' to be interviewed afterwards and a post-lesson discussion to take place. One teacher teaches the lesson and the other members of the team each make detailed observational notes about their target pupil, who they observe closely throughout the lesson. Immediately following the lesson, teachers interview the target pupils about their impressions of the lesson (Pupil Voice). The pupils' responses make an important contribution to teachers' reflections during the subsequent post-lesson discussion.

8. Knowledgeable others

- 8.1. A Knowledgeable Other is an educational specialist. In some cases a subject specialist, or an expert in the area of inquiry – assessment, for example – may be directly involved in the study period at the beginning of the LS cycle and may be involved throughout, or at the beginning and again at the end to support final reflections and evaluation. Knowledgeable Others can be:
- Specialist Leaders in Education
 - Leading Practitioners
 - Subject specialists from the secondary sector or universities
 - External consultants
- 8.2. In some cases, the Knowledgeable Other may be consulted *indirectly* – the author of a key text being used to support the team's learning for example. Support from specialists and access to specialist expertise is an essential feature of effective CPD and therefore, of lesson study.

9. The RIPPLE* Lead as Lesson Study Facilitator

***Research-Informed Practice. Professional Learning and the use of Evidence Sharing of results and lesson learned**

- 9.1. Skilled and determined facilitation by a senior leader is a key characteristic of successful, sustainable lesson study. The school should nominate a senior leader with sufficient authority and the full and unequivocal support of the headteacher to implement, facilitate and sustain lesson study as a key element of the school's CPD provision. This is the leader of research-informed professional learning – RIPPLE Lead. Learn-AT RIPPLE Leaders' Network Group provides training and support for school RIPPLE Leads to:
- understand Lesson Study and the Trust's approach to it;
 - how to access and evaluate high-quality and pertinent research literature;
 - how to use the Education Endowment Foundation's Toolkit to support engagement with well-founded research-evidence.
- 9.2. The Trust's RIPPLE Leads are members of the Chartered College of Teaching. Membership is paid for by the school and ensures access to a high-quality educational research database and quarterly editions of the College journal, Impact.
- 9.3. The RIPPLE Lead:
- Keeps the lesson study process on track: makes sure the session times are protected, cover is organised, teachers remember, the research lesson is taught, outcomes recorded and shared effectively.
 - Facilitates professional collaboration: coaches the team members in lesson study participation, makes sure they understand the process and how a cycle works; supports collaborative discussion – ensures team members engage in professional dialogue and manage the tensions inherent in productive professional dissonance.
 - Signposts the team to relevant and accessible research material, research reviews and

other key texts to support the study period, facilitates their engagement with literature.

- Liaises with the Learn-AT RIPPLE Group for advice and guidance about the process, relevant, high quality literature. Attends RIPPLE meetings and engages in appropriate facilitation training.
- Facilitates direct engagement with a Knowledgeable Other (subject specialist) where appropriate and possible.

9.4. The Lesson Study Team records the outcomes of the lesson study cycle in the form of a poster which includes the research focus and inquiry question, hypothesis derived from study during Kyouzai Kenkyuu, a bibliography, a summary of the lesson plan, the research rationale for the lesson design, the Team's reflections, evaluation and recommendations for future practice. It will also acknowledge the size, context and limitations of the study. The poster is shared on Microsoft Teams for colleagues in schools and across the Trust. Colleagues in school are invited to observe the research lesson – an internal 'Open House' lesson. If appropriate, colleagues beyond the school can be invited to observe the research lesson – this is an external 'Open House' lesson. Finally, the Team is invited to share the outcomes of the lesson study cycle in a workshop for colleagues and display their research poster at the annual Learn-AT conference.

10. Open House Lesson

10.1. Members of the LS Team, supported by the school's RIPPLE Lead, present the background, rationale and outcomes of the research lesson to invited colleagues before the lesson. Guests are invited to observe one pupil closely during the lesson and record notes of their observations. Following the lesson, members of the LS Team and the RIPPLE Lead, lead a discussion and question/answer session. Copies of the poster are distributed for information.

11. Use of Video

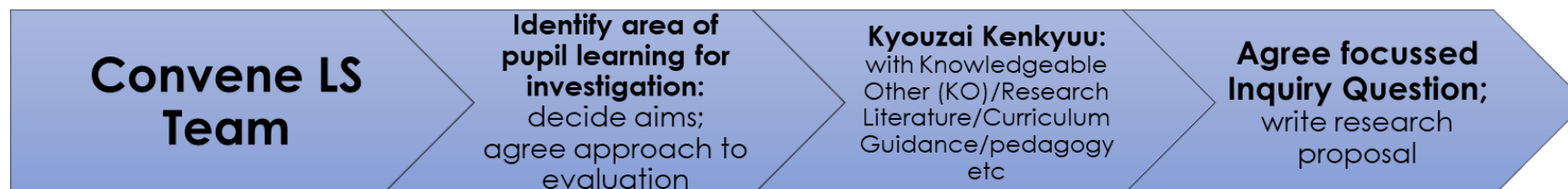
11.1. IRIS Connect can be used to film research lessons to support review, reflection and post-lesson discussions.

12. Research Ethics

12.1. All Learn-AT schools should ensure that parents are made aware, at the outset of their relationship with the school, that educational action research including Research Lesson Study is an integral part of CPD provision in all Learn-AT schools. Learn-AT follows the guidance provided by the British Educational Research Association. Suggested wording for research information and request for parental and pupil consent is provided in Appendix 1.

13. A Lesson Study Cycle

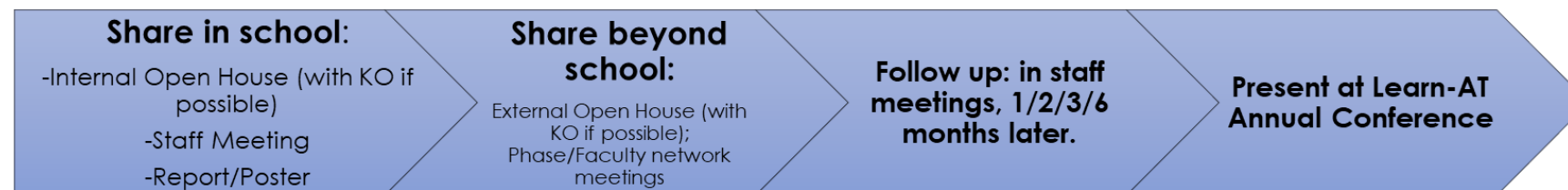
13.1. A Learn-AT Lesson Study Cycle is expected to last between 6-10 weeks – approximately a term - and follows the following sequence:



School RIPL Lead facilitates throughout the process



School RIPL Lead facilitates throughout the process



School RIPL Lead facilitates throughout the process

14. Routines and Structures

- 14.1. Lesson Study in Learn-AT schools is most successful and is valued by teachers when dedicated and protected time is allocated to it. In Learn-AT:
- Provision is made for one Lesson Study Team to be engaged in the process in a school at any one time; a minimum of two teams per year.
 - A team of 3-4 teachers is released from class-teaching for one afternoon per week, for up to 10 weeks or one term, as appropriate, per cycle. The end point for a cycle should remain flexible within this time frame, to allow for sufficient time for Kyouzai Kenkyuu, to repeat the research lesson if necessary and to allow time for sharing outcomes with colleagues via Open House lessons.
- 14.2. Schools have found various ways to provide this release time, using models similar to those used to cover PPA time, often using HLTAs and/or specialist teachers or instructors to teach subjects such as computing, PE, music, Art, DT etc. In this way, high-quality provision is made for teachers' professional learning, while enriching the curriculum for pupils.

15. Learn-AT Support for Lesson Study

- 15.1. A Learn-AT Headteacher and Senior System Leader chairs the Learn-AT RIPL Leaders Network Group. This group provides training and support, via Learn-AT Teaching School for teachers and leaders new to lesson study and ongoing training and support for established RIPL Leads. RIPL Leads can contact colleagues and the group chair via Teams for information and support, request help to access relevant research literature, The RIPL Group Chair can broker support from subject specialists through the Trust School Improvement and Teaching School Team. The RIPL Group area on Teams provides an online collaboration space for RIPL Leads to engage in professional conversations with colleagues and ask questions about lesson study and other issues relating to professional learning. Learn-AT system leaders, Specialist Leaders of Educations and Lead Practitioners prepare Lesson Study Literature Packs to support key inquiry themes. These, along with literature RIPL Leads and LS Teams have found useful and completed lesson study posters, will be collated in the RIPL Team area to build an archive of relevant and authoritative research literature to support lesson study.

16. Monitoring and Evaluation

- 16.1. The impact of lesson study is evaluated by the SLT and the school Local Governors via the LGB Curriculum/Teaching and Learning Committee. Lesson Study is an integral part of the Learn-AT School Improvement Framework; its impact is evaluated in that context by the Trust Board's School Improvement Committee.

Last Reviewed: April 2021

Stef Edwards



Lesson Study- Information for Parents

In our school, research is an important part of teachers' professional learning and development and our teachers take part in Lesson Study as an integral part of their career-long professional learning. Lesson Study started many years ago in Japan and is now used in many countries throughout the world. Teachers meet together regularly in Lesson Study teams to research an area of teaching and learning that they want to improve. They work together to plan a *research lesson*, then one of them teaches the lesson, while the other members of the team observe closely the learning of a small group of pupils in the class, making notes of any difficulties or success in learning. After the lesson, the team meets again to discuss their observations and to think about how the lesson could be improved. They may decide to repeat the cycle and teach the lesson again, incorporating the improvements they have agreed.

Lesson Study teams write up their research findings in a final report which is then 'published' on the school's secure online learning platform with the plan for the lesson they worked to improve. These Lesson Study reports provide important information for other teachers, in our school and in other schools, to help them in their professional learning and to improve their teaching. We may publish information about our research to parents, for example, to keep them informed about the work we are doing. We may also present the outcomes of our lesson study research to colleagues in school or in other Learn-AT schools, to help in the work of improving pupil learning more widely.

Confidentiality

Research in Lesson Study is carried out in strict accordance with national ethical educational research guidelines. Children's confidentiality is protected at all times, so for example, they are never named, and steps are taken to ensure that they cannot be identified in the report.

Children are told when Lesson Study is taking place. They are also told that they do not have to be part of a research focus group in a research lesson if they do not want to be. (*see Lesson Study Pupil Information Sheet*)

Filming a Research Lesson

Occasionally, research lessons are recorded so that teachers can study the learning again, after the lesson, as part of their evaluation. Care is taken not to name children in recordings; films are kept securely in school and are not shared without the explicit consent of all participants.

We hope that you support our determination to strive for continuous improvement in teaching and learning through Research Lesson Study at _____ school/academy.

Please complete and sign the consent slip overleaf.



Parental Consent for Pupil Participation in Lesson Study

	Yes	No
I have read the Parents Information Sheet about Lesson Study at _____ School/Academy		
I understand that teachers in _____ school/academy undertake Lesson Study as part of their professional learning.		
I understand that teacher/researchers at _____ school/academy follow strict ethical guidelines for the conduct of lesson study research and that children's confidentiality is protected at all times.		
I understand that information about the research findings from lesson study is published in a final report, which can be shared with people e.g. teachers, other educational professionals, parents outside the school.		
I understand that, having given consent for my child to take part in Lesson Study, I can change my mind and withdraw my consent at any time.		
I give my consent for my child to participate in Lesson Study while a pupil at _____ school.		
Name:		
Signed:		
Date:		



Parental Consent for their child to be filmed for the purposes of Lesson Study.

	Yes	No
I have read the Parents Information Sheet about Lesson Study at _____ School/Academy		
I understand that teachers in _____ school/academy undertake Lesson Study as part of their professional learning.		
I understand that teacher/researchers at _____ school/academy follow strict ethical guidelines for the conduct of lesson study research and that children's confidentiality is protected at all times.		
I understand a filmed recording of learning during lesson study can be included in a published final report, which can be shared with people e.g. teachers, other educational professionals, parents outside the school.		
I understand that, having given consent for my child to be filmed as part of a Lesson Study, I can change my mind and withdraw my consent at any time. In this case the recording will not be used for this research.		
I give my consent for my child to be filmed as part of Lesson Study while a pupil at _____ school.		
Name:		
Signed:		
Date:		



Parental Consent for use of a filmed recording of their child to be used in a published Lesson Study final report. (R4)

	Yes	No
I have read the Parents' Information Sheet about Lesson Study at _____ School/Academy		
I understand that teachers in _____ school/academy undertake Lesson Study as part of their professional learning.		
I understand that teacher/researchers at _____ school/academy follow strict ethical guidelines for the conduct of lesson study research and that children's confidentiality is protected at all times.		
I understand a filmed recording of learning during lesson study can be included in a published final report, which can be shared with people e.g. teachers, other educational professionals, parents outside the school.		
I understand that, having given consent for my child to be filmed as part of Lesson Study, I can change my mind and withdraw my consent at any time. In this case the recording will be destroyed.		
I give my consent for the use of a filmed recording of my child to be used as part of Lesson Study published final report.		
Name:		
Signed:		
Date:		



Lesson Study - Pupil Information Sheet

In our school, teachers sometime work together to plan and teach lessons to find way to make learning better. This is called Lesson Study.

One teacher teaches the lesson while other teachers watch pupils learn. They watch a small group of pupils carefully to see what kind of things help pupils to learn and what kind of things pupils might have problems with. After the lesson, they talk about what they saw to try to think of ways to improve things in other lessons.

We would like you to be part of this important research. Sometimes you might just be in the classroom where a study lesson is happening. Sometimes you might be a member of the small group that the teachers are watching.

Of course you have to be part of the lesson, because that is part of being at school. If you don't want to be part of the small group, you don't have to be. Your teacher will ask you and you will be able to say whether you want to or not.

Pupil Name:	Yes	No
I understand what Lesson Study is and I am willing to be part of a Lesson Study pupil focus group.		
Signed:		
Date:		
Teacher Declaration: I have explained as fully as possible what Lesson Study is and the implications of participating in it, to _____ and I am satisfied that he/she understands and is willing to participate in a pupil focus group.		
Name:		
Signed:		
Date:		

Appendix 2: Lesson Study Poster

Area of Learning for Investigation:		
References	Summary of learning during Kyouzai Kenkyuu	School: _____
		Report Written by:
		Hypothesis
Inquiry Question:		
Lesson Plan/s: Summary and Adaptations:		
Reflections:		
Evaluation, Impact and conclusions:		

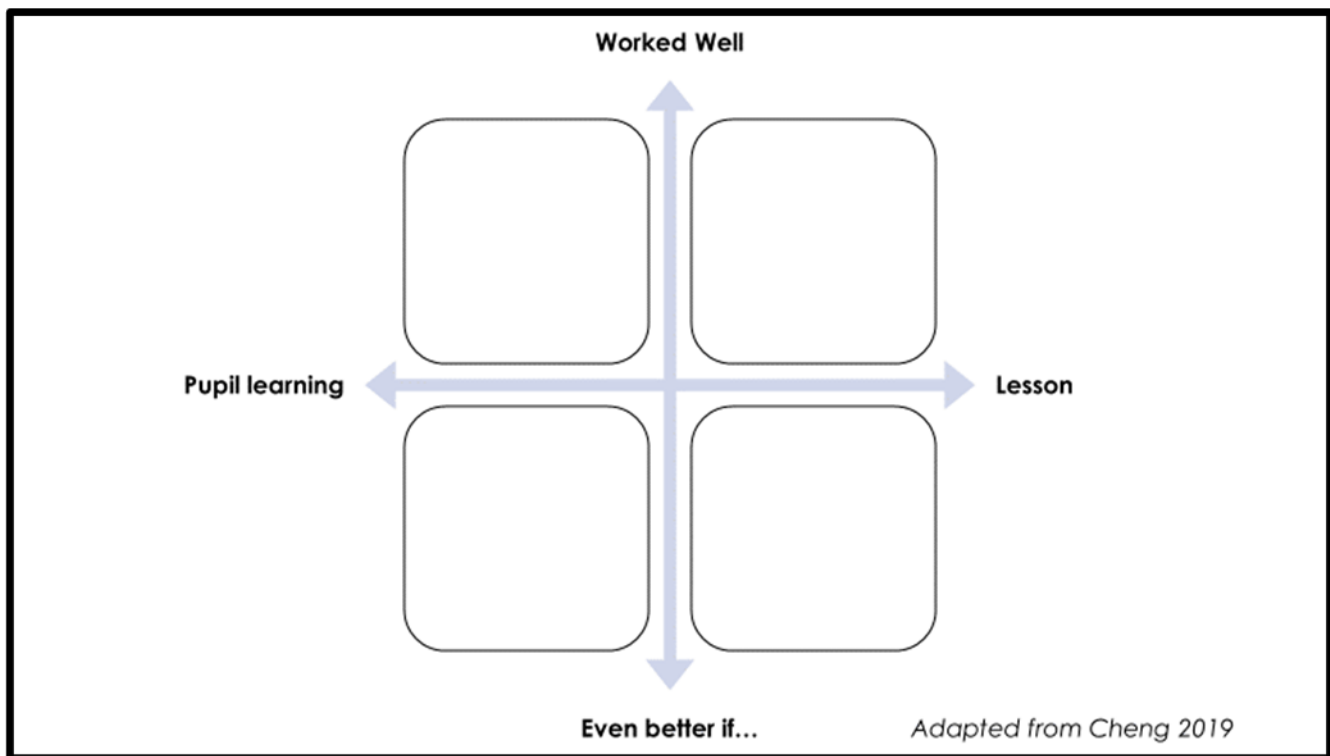
Practice change/ advice for colleagues and acknowledgement of limitations of the study

Appendix 3: Lesson Study Do's and Don'ts

Do	Don't
Stick to the principles of the process with fidelity.	Mess about with the process too much – eventually you won't be doing lesson study – you'll be doing something else.
Safeguard the time. Pretend members of the LS Team are not in school.	Don't be tempted to use members of the lesson study team to provide last minute cover for absent staff.
Make sure teachers work and plan in the spirit of authentic collaboration.	Let one or two people do all the work, e.g. provide the lesson plan, use a plan prepared earlier. The lesson must be owned by the whole team.
Treat everyone in the team as colleagues and professional equals, regardless of seniority and length of service.	Allow one strong/experienced person to dominate planning and lesson design
Encourage constructive professional dissonance – <i>disagree well</i> – it can lead to valuable new learning	Fall out.
View lesson study as a key driver for effective, research-informed CPD, invest in it and resource it as such. Embed distributed leadership in the process. If everyone in school understands its importance and what doing it is aiming to achieve, they are more likely to support it – e.g. if the office staff understand what the LS Team is doing and why, they'll be less likely to try to steal members for cover and more likely to help it to happen. Instructional leadership which aims to improve the quality of teaching and learning has to start at the top and filter across the school.	Leave lesson study to look after itself. It won't. This would be a colossal waste of time and money. Don't abandon or neglect leadership of any professional learning. Don't forget, schools leaders' promotion of and participation in professional learning has significantly more impact on pupil outcomes than any other leadership activity (Robinson, 2009).
Use PP funding to contribute to lesson study – research suggests that CPD to improve the quality of teaching is effective use of PP funds – provided impact can be evidenced. Plan and evaluate carefully. Use Guskey's 5 critical levels of evaluation and start with the end in mind.	
Have <i>accessible</i> research literature and key texts ready in advance of the first and subsequent KK sessions and plan how this will be presented and engaged with by team members. Use research summaries; systematic reviews; shared reading activities, research digests; books and articles written by good authors who have re-framed research findings in accessible language.	Waste everyone's time by not having research material ready for the first and subsequent sessions – hours can be wasted while teachers browse google for 'research' that isn't accessible or quality-assured. Don't make people plough through lengthy and academic papers full of stats.
Ask for help from RIPL colleagues, Chair of the RIPL Group and Learn-AT leaders – they will be happy to advise and point you in the right direction for more support.	Give up or let the cycle drift because you can't find relevant literature or don't know where to look.
Celebrate if teachers are inspired to continue their studies in their own time.	Expect teachers to continue their studies in their own time – they're too busy and may understandably resent the additional workload. This resentment can affect their attitude to lesson study and fatally undermine it.
Remember to arrange follow-up after the cycle has finished. Timetable it into staff meetings. Teachers value	Forget to follow up! Lose what was learnt.

follow up.	
<p>Timetable the first research/Open House lesson and make sure it happens. Re-assure teachers that:</p> <ul style="list-style-type: none"> observers in research lessons are actively encouraged to observe children not teachers; that they themselves will evaluate the lesson and the pupils' learning, (not the people) together. 	<p>Worry about grasping the nettle and actually doing that first research lesson. Don't procrastinate! Teachers say they do feel daunted before the first one, but after that they enjoy and value the experience.</p> <p>Worry about Open House Lessons. Teachers say they feel daunted about doing them, but very much value the experience and feel a sense of professional pride in sharing their lesson study learning with other colleagues.</p>
Re-assure teachers that lesson study outcomes and observations will never be used for performance management purposes	Ever use lesson study outcomes or observations for performance management purposes. This would kill it. Lesson study is CPD, not a monitoring tool.
Use language such as 'our' or 'we' to show the collective nature of the work. 'Our study looked at...' 'We felt...' 'We saw...'	Use personal pronouns – 'her lesson' or 'his class'

Appendix 4: Research Lesson Observation Proforma



Appendix 5: Planning Research-Informed Professional Learning, backwards

	Guskey's Five Critical Levels of Evaluation of CPLD, 5-1.	Planning RIPL backwards with Guskey's five critical levels of evaluation	How do you plan to evaluate this level?
5	What impact do you want to make on pupil learning outcomes?		
4	So what research-informed change would we like teachers to make to their practice?		
3	What organisational supports will be needed to facilitate that change?		
2	What specific learning/new knowledge do teachers need in order to make the change?		
1	How will the learning be delivered in a way that promotes engagement?		

Lesson Study Example

	Guskey's Five Critical Levels of Evaluation of CPLD, 5-1.	Planning RIPL backwards with Guskey's five critical levels of evaluation	How do you plan to evaluate this level?
5	What impact do you want to make on pupil learning outcomes?	Improve pupil achievement in writing	Comparative Judgement outcomes; teacher assessment; work scrutiny
4	So what research-informed change would we like teachers to make to their practice?	Use of formative assessment strategies; planning over sequences of lessons	Lesson study outcomes/report/poster; coaching notes; monitoring
3	What organisational supports will be needed to facilitate that change?	Facilitated LS, by school RIPL Lead and Learn-AT English SLE. Weekly dedicated pm session over 1 term. Follow-up in term 2. Writing research/literature pack.	RIPL Lead reporting to SLT
2	What specific learning/new knowledge do teachers need in order to make the change?	Understand principles of formative assessment as they apply to writing; Current research evidence about writing.	Lesson study outcomes/report/poster; coaching notes
1	How will the learning be delivered in a way that promotes engagement?	Learn-AT Lesson Study	Teacher interviews/feedback forms to RIPL Lead at the end of the cycle

Reading List including useful websites

Hurd R. and Lewis C. (2011) Lesson Study Step by Step. Heinemann

Ermeling B. and Graf- Ermeling J. G. (2016) Igniting and Sustaining Instructional Improvement. Corwin

Takahashi A. and McDougal T. (2016) Collaborative Lesson Research: maximising the impact of Lesson Study. ZDM Mathematics Education

Clarke, D., Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. Teacher and Teacher Education 18: 947-967

Dudley P. 2015 A Lesson Study Handbook <http://lessonstudy.co.uk/2015/11/download-a-free-copy-of-the-lesson-study-handbook/>

Lesson Study UK <http://lessonstudy.co.uk>

Texas Lesson Study <https://www.texasgateway.org/resource/texas-lesson-study-briefing>

Chicago Lesson Study <http://www.lsalliance.org/>

Samuel Whitbread Academy Anthecology <https://www.samuelwhitbread.org.uk/anthecology/>