

Improving practice and progression through Lesson Study

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Headteachers, school leaders, leading teachers and teachers can find out how to get Lesson Study going in school, how to plan, teach and analyse study lessons, and how to involve pupils and other teachers in the process.

You will also read suggestions for distilling what participants in this process have learned, find out how Lesson Study can improve practice and learn how to pass improved pedagogical practices onto others. Examples and videos demonstrate how this model can be used to improve learning and teaching in both mathematics and literacy.

About Lesson Study

Find out what Lesson Study is, learn how it has been successful overseas, and find out how it can be used as a practical guide by headteachers and teachers.

What is Lesson Study?

Lesson Study is a model of professional learning that enables a group or a pair of teachers to work collaboratively. Teachers can plan, teach and observe 'study lessons' together, and afterwards collectively analyse the learning of their pupils. They then use the evidence from this study lesson to help plan another study lesson and refine practice further.

International recognition and success

Lesson Study was first developed in Japan the 1870s and is recognised internationally for being one of the most effective professional learning models for changing classroom practice and improving teaching.

Researchers from the Trends in International Mathematics and Science Study (TIMSS) attributed Japan's high performance in the 1998 international comparative study of mathematics and science to the use of Lesson Study in their schools. They found that Japanese teachers had high-quality subject knowledge and well-developed pedagogic approaches.

Using Lesson Study

Headteachers and teachers can use Lesson Study as a practical guide to help improve professional learning and teaching in your school. It can also be used as a part of school improvement.

Working knowledge about which specific pedagogic approaches work best for teaching specific strands of curricular content has become known as 'pedagogic content knowledge'. Pedagogic content knowledge is part of an [Optimum pedagogical approach](#). Lesson Study works well for developing and transferring pedagogic content knowledge.

Benefits of Lesson Study

Find out how Lesson Study can improve teaching and develop specific aspects of and pedagogy. You can also watch videos that show headteachers and teachers describing the benefits of Lesson Study and the impact it has had on their school and their teaching.

This model helps to develop a shared view of how to personalise teaching for 'real learners', and helps to increase teachers' repertoires of pedagogical practices. Used wisely, Lesson Study has the potential to build the bridge between 'assessment' and 'for learning'

Improving and developing teaching and pedagogy

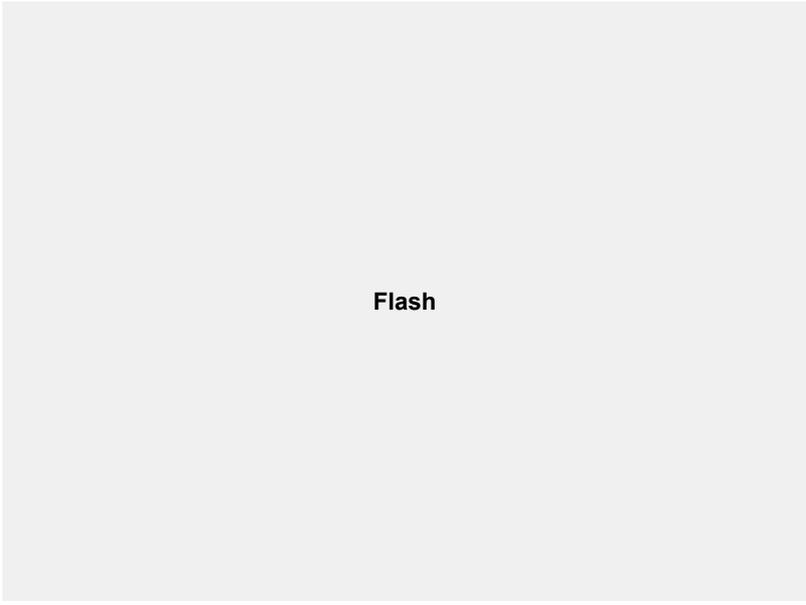
Lesson Study can be used to:

- improve teaching, as it provides a clear deliberative process that builds on joint assessment and focuses on the learning and teaching progress
- improve a specific aspect of teaching or of pupil learning
- improve teaching techniques and pupil progress in core Primary and Secondary subjects
- develop broader pedagogical approaches such as Assessment for Learning.

Children also benefit from Lesson Study, as they are also responsible for teaching by directly contributing to the process.

Perspectives on Lesson Study

Watch these videos in which teachers and headteachers describe what impact Lesson Study has had in their schools, what they've learned from it and the value of investing in it.



Flash

Headteacher

The leading teacher has brought an aspect of best practice into the system. So rather than just working on its own within the school, she's actually bringing the ideas from the Frameworks and the National Strategies into what the children, and the teachers should be doing in class...

I think the next stage in Lesson Study is to make it a sustainable part of our school improvement system, and to ensure that children and teachers are benefiting from Lesson Study in years to come...

If as a headteacher you're not convinced by Lesson Study, I think you just have to look at what AfL does for children in the classroom. The collaborative learning, the sharing of best practice works for children, and in exactly the same way Lesson Study works for teachers...

In addition, I think Lesson Study actually liberates headteachers from being the hub of the monitoring and observation scrutiny that takes place in the school, and allows teachers to work with each other to improve, rather than being reliant on the headteacher.

Video playlist

Playing video 1 of 4

1.

[Chapter 1: Lesson study: A headteacher's perspective - video 1](#)

Length 01:09

2.

[Chapter 2: Lesson study: A headteacher's perspective; video 2](#)

Length 02:32

3.

[Chapter 3: Evaluating lesson study: A teacher's perspective; video 1](#)

Length 01:34

4.

[Chapter 4: Evaluating lesson study: Three teachers' perspectives; video 2](#)

Length 03:05

Node information

Attachments Zip:

 [9558c0686818ad51368e7c64fd4100c5.zip](#)

File Attachments

- [Lesson study: A headteacher's perspective - video 1](#) (mp4 6.9 MB)
- [Lesson study: A headteacher's perspective; video 2](#) (mp4 15.9 MB)
- [Evaluating lesson study: A teacher's perspective; video 1](#) (mp4 7.8 MB)
- [Evaluating lesson study: Three teachers' perspectives; video 2](#) (mp4 20.6 MB)

Getting Lesson Study going in school

You could use these eight steps, which contain examples from schools that have used Lesson Study, to help you to introduce Lesson Study into your school.

1. Select a group of teachers

Choose a group of teachers – three works well – who are likely to enjoy the challenge of starting up a new professional learning approach in the school. Lesson Study works with teachers who have a mix of teaching experience between them. Senior leaders can be involved if the group adopts a protocol where all are equal and all are professional learners in the Lesson Study.

2. Organise a meeting

Hold a meeting with the group of teachers to set out expectations and ground rules that enable people to feel free to take risks and not feel they are under scrutiny. In a Lesson Study, all members of the group have equal status as professional learners.

3. Set parameters

Give the group some parameters that are based on identified school or class/year group needs and priorities, for example, to develop boys' writing using shared and guided techniques.

4. Use common materials

Use common formats for planning, observation or analysis, such as the [Study Lesson planning, observation and discussion sheet](#) (DOC-73 KB) [Attachments](#) and the [Post-lesson discussion record](#). These formats have been carefully developed through research.

5. Set aside time

Give the teachers dedicated time (an hour at least) to plan the study lesson, Protect the teachers time on the day of the study lesson, and make sure they have set aside an hour for the post-lesson discussion. The discussion should occur as soon as possible after the study lesson.

7. Take an active interest

As a headteacher, take an active interest in how the process is going.

8. Opportunities to communicate

Make sure teachers have dedicated opportunities to share what they have developed with other colleagues, for example, in a staff meeting, or a coaching opportunity.

9. Lesson Study champions

Make the members of the group 'Lesson Study champions', and use them to help develop the next Lesson Study groups in the school.

Node information

Attachments Zip:

 [d187fd06aa6ac1a3aff5664780494433.zip](#)

File Attachments

- [Study Lesson planning, observation and discussion sheet](#) (doc 73 KB)
- [Post-lesson discussion record](#) (doc 41 KB)

Planning a study lesson and identifying case pupils

Find out how to determine the focus of your study lesson, and how to plan and select case pupils for this lesson. You can also watch three videos, which show how teachers have planned study lessons in mathematics and literacy.

Determining the focus

Before you start planning, you will need to determine the focus of your study lesson, which involves identifying an element of pupils' learning that you want to improve.

When determining your focus you will need to consider:

- well-evidenced teaching techniques or pedagogic solutions to be developed (e.g. guided practices or Assessment for Learning approaches)
- case pupils' needs
- curricular strand from Primary Framework.

Selecting a class and group of case pupils

- As a group, agree which class you will conduct the first study lesson in.
- Identify three case pupils who reflect different groups of learners in the class. They could be pupils who are making good, average or below average progress in the lesson focus strand.
- You can use the [Study Lesson planning, observation and discussion sheet](#) to record the names of the case pupils

Identifying attainment levels for each case pupil

- The Lesson Study group makes a level judgement (high, secure or low) within the strand for each pupil. The group may find it useful to refer to the [Using the assessment guidelines](#) in Assessing Pupils' Progress to help make a level judgement.
- You can use the discussion sheet to record the names of the case pupils and their current attainment level. Under the heading 'success criterion for this focus' you can write down what the pupil's success criteria for the study lesson will be.

Planning a teaching sequence and stages of the study lesson

It's important to plan a teaching sequence and each stage of the study lesson.

When planning, write out in full:

- exactly what you want each pupil to be able to do at the end of the teaching sequence in relation to the focus strand
- what they will do in the study lesson to show they are on track.

Plan each stage of the lesson, with particular attention to the sequence where you will use the teaching technique you are refining or planning. Note down what you hope the response of each case pupil will be in the 'How you hope case pupils will respond' columns on the discussion sheet. What will each pupil be doing at this point in the lesson if all goes well?

Using the Primary Framework

Make sure you have the Primary Framework to hand and that the Lesson Study group are familiar with the areas within it, for example, progression in objectives or the teaching sequences.

Identifying resources

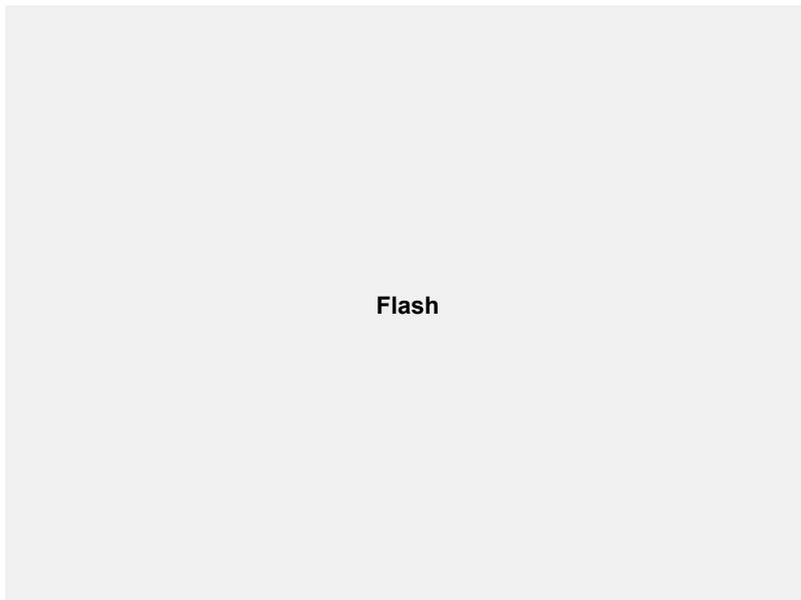
Identify what and how resources will be used. You can also indicate how long each stage of the lesson will take.

Choosing roles for the teachers

Agree which teacher will teach the study lesson and what case pupil(s) the other teachers will focus their observations on. It helps to have some ground rules to ensure you don't all gather data about two pupils and miss the third.

Planning for a study lesson

Watch these three videos, each of which shows teachers collaborating on a different stage of study lesson planning.



Presenter

Now Sheena and her colleagues jointly plan a teaching sequence that they hope will bring about the desired learning. They decide what pedagogies they think will be helpful in achieving the outcomes, and make plans to try them out in practice.

Emma

Okay. So if we're thinking about the outcome of the week, we actually want them to be able to use clauses in different positions, and we want them to be able to accurately punctuate those clauses to make complex sentences, which make sense and which actually add something to their writing, don't we?

Sheena

Yeah.

Kate

Yeah.

Emma

So sort of thinking back, to our sequence of lessons, we'd probably want to start off by...

Kate

The basics, finding out if they know what a clause is.

Emma

Exactly. What a simple sentence is.

Sheena

And we need to give them access to a lot of texts which contain what we want to see, at the end of their writing.

Emma

Yeah.

Sheena

So...

Kate

So we give them the chance to identify them.

Sheena

Yeah. A lot of looking at clauses, clauses in different positions.

Emma

Yeah. And seeing which ones are effective, and why they're effective.

Sheena

Yeah. And moving on to actually manipulating clauses around the sentence, so giving them a set of sentences and clauses, and actually physically moving them from one place to another.

Emma

That would be really good for them, to actually see, so that, once they've done their manipulating by themselves, actually having them standing up and moving around, so sort of like a whole-class activity, and putting in punctuation and moving the punctuation.

Sheena

So somebody would actually be a comma...

Emma

Yeah.

Sheena

...and a full stop...

Emma

Yeah.

Sheena

...and they would move themselves around.

Emma

That would work quite well.

Kate

I think that would keep the children engaged quite nicely. And particularly if they've got, sentences to manipulate on the tables as well as trying to order the, the children that are in the human sentence. I think that would really keep them motivated.

Emma

Yeah.

Presenter

Finally, they decide how they will conduct the actual study lesson, and allocate themselves roles within the process.

Sheena

If there are two people in observing, I can be doing a guided write with one group and a child can be observed, how do they respond to my questioning? How much impact does it have on the actual work they produce? But also, somebody could be observing a child who's doing a different activity in a different group at the same time, so it would give an opportunity to look at the scaffolding that I'm giving to other children who are not in the teacher-led group. That would be really useful for me.

Emma

Yeah.

Kate

It would be interesting as well to see which of the activities that we put into the Lesson Study that the children respond to most, and whether the three different children and their different abilities end up responding to different parts of the lesson in different ways, you know whether somebody who needs more scaffolding responds better to the guided write or whether they prefer to work independently. So it would be nice to see how those different learning styles are met, really.

Video playlist

Playing video 1 of 3

1.

[Chapter 1: Literacy study lesson: Planning the first lesson](#)

Length 03:06

2.

[Chapter 2: Mathematics study lesson: Planning the teaching sequence](#)

Length 02:52

3.

[Chapter 3: Literacy study lesson: Choosing the focus](#)

Length 03:48

Node information

Attachments Zip:

 [35e3aa19a58f84b632fad93ea347f585.zip](#)

File Attachments

- [Study Lesson planning, observation and discussion sheet](#) (doc 73 KB)
- [Mathematics study lesson: Planning the teaching sequence](#) (mp4 19.5 MB)
- [Literacy study lesson: Planning the first lesson](#) (mp4 20.3 MB)
- [Literacy study lesson: Choosing the focus](#) (mp4 24.2 MB)

Teaching a study lesson

Teachers and observers can find advice to help them organise, plan and conduct a study lesson, and watch two videos, which show how study lessons are taught in mathematics and literacy.

You can use the [Study Lesson planning, observation and discussion sheet](#) to help you plan, teach and discuss pupil learning within each study lesson. During the study lesson, add your observations of the pupils' learning to this plan in the 'How they are observed to respond' columns.

Preparing the lesson

To help prepare for the study lesson, it's important for teachers and observers, as a group, to make a level judgement (low, secure, high) on how the three case pupils are working. You can use the [Using the assessment guidelines](#) in Assessing Pupils' Progress to help you make a level judgement.

The group of teachers/observers should clearly identify:

- what they want each pupil to do in the focus strand by the end of the lesson

- what evidence they will be looking for in relation to this.

Observing the lesson

The study lesson is jointly planned and jointly owned by the group. This means the focus for the observers is less on the teacher and more on the learners – the case pupils. The observers can focus more on the learning rather than the teacher.

Teachers should try to start each observation as if ‘zooming in’ on the case pupil and then regularly ‘panning out’ to allow a bigger group or the whole class to come into frame.

Observers should try to capture the case pupils’ responses at different stages in the lesson and how they match or differ from what was predicted. They can note these in the 'How they are observed to respond' columns and the 'What were the case pupils able to do' row. Observers can also note any critical incidents, or common patterns in the 'patterns/issues' column. For example, all the case pupils misunderstand something in the same way. Observers can also add the time they made the observations to the sheets.

After the lesson

At the end of the study lesson, observers and teachers should look for:

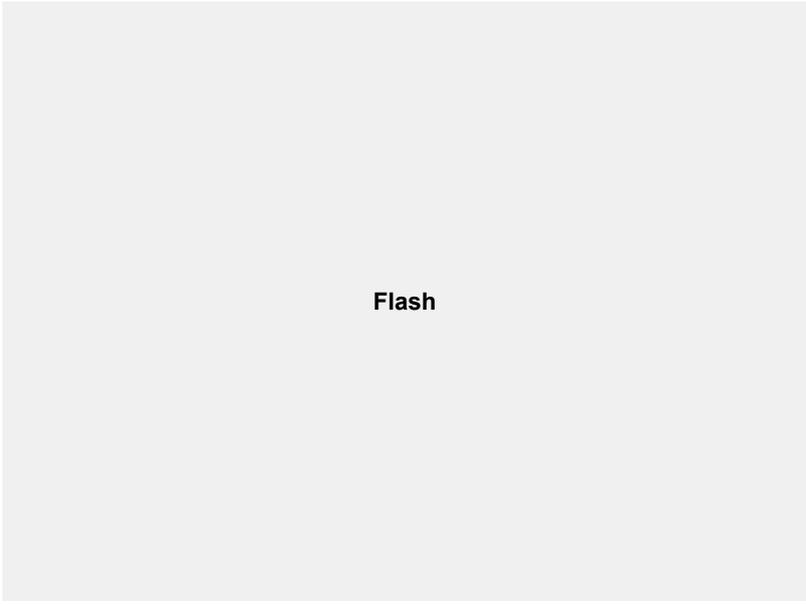
- evidence of progress for each pupil against what was planned
- the extent to which goals have been achieved.

Observers and teachers may also want to ask the questions below and jot down their answers in the ‘initial thoughts’ section at the bottom of the discussion sheet.

- What are the key points for the next lesson for the case pupils, their groups or the class?
- What might you want to ask them in their post-lesson interview?

Examples of how to conduct study lessons

Watch these videos which show Lesson Study in action. The mathematics video shows an upper Key Stage 2 teacher teaching Lesson Study while a leading teacher observes. The literacy video shows a group of teachers teaching the Lesson Study, and children, in pairs, writing and revising sentences, while the teachers observe them.



Flash

Sheena

This week, we've been looking at clauses and improving our writing by adding clauses to simple sentences.

Presenter

Having planned with her colleagues, and with the agreed learning outcomes clearly in mind, Sheena teaches the first study lesson, trying out the pedagogies they hope will be effective.

Sheena

Today, we're going to watch a short video clip, and whilst you're watching it, I want you to be aware that afterwards, in your tasks, I'm going to ask you to add some clauses to simple sentences that we're taking from the video clip. So I'm going to ask for groups to specifically focus on one thing whilst they're watching the clip. I'm going to ask you here to look at what the girl in the clip can see, and I'm going to ask you to do the same. What can she see?

Okay, now we've had a chance to watch the video, I'm going to give you a little opportunity to talk on your tables. Off you go.

[students talking]

Sheena

First of all, I'm going to ask you to think about what you heard in that video clip. Who thinks they heard something that would be really interesting for us to add? Maggie, what did you hear?

Maggie

Um, when she walked in the room with the wardrobe in it, you could hear the fly buzzing in the corner.

Sheena

That's a really interesting detail. That's great, Maggie.

Student 2

I think mine would work better at the, at the start, because trembling in fear, comma.

Student 3

Yeah.

Student 2

It's, it just makes more sense and it's got better effect.

Student 4

I think my one sounds better at the beginning than it did at the end, because the girl walked into the vast room, taking a deep breath, doesn't really make the words flow into like a clear sentence. But if it was at the beginning, then I think it sounds better.

Presenter

During the lesson, Emma and Kate focus on observing the target children.

Student 5

Then we had the fly buzzing.

Student 6

I liked the pitter-patter on the window of rain.

Student 5

Yeah.

Student 6

And then...

Student 5

In the wardrobe, the clothes, when she...

Student 6

Rustling.

Student 5

Yeah.

Student 6

And then when she like, came into the snow, I think she heard like, footsteps of the snow, and stuff.

Student 5

Yeah. And, and that, um, boy counting in the background.

Presenter

They watch carefully, to see how each of the target children reacts in the different learning contexts: in whole-class sessions, whilst interacting with others, in guided writing and when working independently.

Sheena

What we've got, is almost the same as the video clip that we watched, and if we look at the very first sentence, the girl walked into the large room, we'll see it's

almost the same as the one we used. What I want you to do now is to think to yourself, if you could choose any clause to add to that first simple sentence, what would you choose? Maybe it would be one of the ones we have on our green cards, or maybe it would be something different, thinking about what you saw on that video clip. Have a think, and perhaps you'd like to talk just to each other a moment. What clause do you think you might add?

Student 6

[inaudible]. I don't know. What would you say? Silently?

Student 5

Yeah. Could do, or in amazement, or, um...

Presenter

They assess how well or otherwise the target children are learning, and whether the desired outcomes are being achieved. They make careful notes, not on the quality of the teaching as such, but on the effectiveness for these children of the pedagogies they have helped to plan.

Sheena

Well, well done. You've all worked really, really hard. Tidy up the bits and pieces whilst we're doing it, because it is lunch time, and we could all do with our lunches now, couldn't we?

Video playlist

Playing video 1 of 2

1.

[Chapter 1: Literacy study lesson: Conducting the lesson](#)

Length 04:34

2.

[Chapter 2: Mathematics study lesson: Conducting the lesson](#)

Length 06:08

Node information

Attachments Zip:

 [09f4aed64f63713ca0ae0d68efdf6987.zip](#)

File Attachments

- [Study Lesson planning, observation and discussion sheet](#) (doc 73 KB)
- [Literacy study lesson: Conducting the lesson](#) (mp4 34.9 MB)
- [Mathematics study lesson: Conducting the lesson](#) (mp4 46.9 MB)

Interviewing case pupils after the lesson

Find out how Lesson Study groups plan an interview, and read suggested interview questions. You can also watch two videos which show mathematics and literacy teachers talking with and questioning pupils after a study lesson.

During Lesson Studies teachers not only seek each others' views on the study lesson, but also the views of the case pupils and other pupils who were being taught. Lesson Study groups, which include teachers and observers, often interview the pupils after the study lesson to get their perspectives on:

- what worked well for them
- what they felt they learned
- how they think the lesson could be changed if it were taught again to another class in order to make it work even better.

Planning the interview

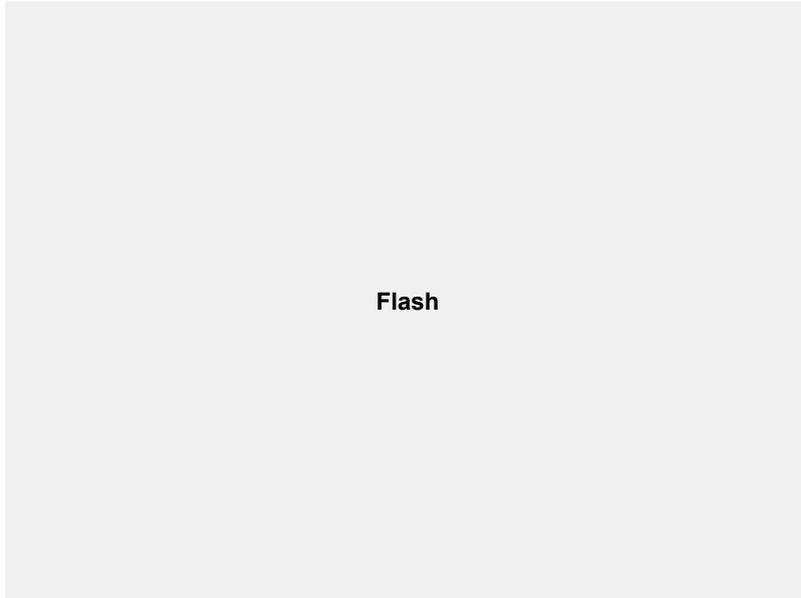
- The interview should be short, no more than five minutes, and can be done with all case pupils in a group or separately.
- Try to conduct the post-lesson pupil interview at the first opportunity, ideally at the end of the lesson.
- Try to capture some of the pupils' exact words in your notes.
- Some people conduct the post-lesson pupil interview with pupils other than the case pupils but who are in the same three learner groups. This can help triangulate or substantiate findings, but it can also complicate the data set.

Suggested interview questions

- What did you enjoy most about the lesson?
- What did you learn? What can you do now that you could not do before?
- What can you do better as a result of the lesson? How is it better?
- What aspect of the teaching worked best for you?
- If the same lesson is being taught to another group, what would you change? Why would you change that aspect?

Example interviews

Watch two videos which show teachers talking and questioning children after a study lesson. In the literacy video a teacher asks two focus pupils what they learnt and what they liked best and least. In the mathematics video an upper Key Stage 2 teacher talks to the focus pupils after the lesson to get their perspectives on what worked for them.



Presenter

At the end of the lesson, Andy and Louise talk to the focus pupils, to get their perspectives on what worked for them, and how they think the lesson could be changed if it were taught again to another class.

Louise

Right, girls, we're going to ask you a few questions about the maths lesson, to find out what you think went really well, and what you think we could do maybe a little bit better next time we do it, okay? So first question. What did you enjoy most about the lesson?

Student 1

I enjoyed doing calculations of number cards.

Student 2

Sitting at the tables, instead of sitting at the floor while we were learning it. Sitting on the chairs is comfier than sitting on the floor, for some reason.

Andy

So did that help you concentrate?

Student 2

Yeah.

Student 3

Yeah.

Student 1

Um, yeah.

Louise

At the beginning, when you were using your whiteboards, did you enjoy that part of the lesson?

Student 1

Yes.

Student 3

Yes.

Student 2

Yeah.

Louise

Why?

Student 1

It's fun to do sums on the whiteboards.

Student 2

Instead of having to do them on pieces of paper, because it's different and...

Student 1

Instead of doing them in our books.

Louise

Did you feel you can make mistakes on the whiteboards and it doesn't matter?

Student 2

Yeah.

Student 1

Yeah, because you can just rub it out on it [overtalking].

Student 2

Because if you rub out on the books they just ruin it.

Louise

So do you think you'll... Would you use different calculations if you're working on a whiteboard, that maybe you wouldn't try in your book?

Student 1

Yeah.

Student 3

Yeah.

Student 2

Yeah. We'd try harder ones, because there would be, because if we made a mistake, we could just rub it out with our finger.

Louise

So you liked doing that? You feel brave when you're using your whiteboard?

Student 1

Yes.

Student 3

Yes.

Student 2

Yeah, because if you like do just one mistake and you've done a lot of work, it just really puts you down and if you do it on the whiteboard, all you have, you can only rub it out and then...

Louise

Have another go.

Student 2

Yeah.

Louise

Was there anything else you really enjoyed about that lesson?

Student 1

I enjoyed working in the partners for it.

Louise

Why?

Student 2

You can ask your partner information and they explain it differently to how the teachers explain it, because they know what's wrong with, and how you don't get it.

Louise

I'm going to go back to my class and I want to know, is there anything that I could do, if I teach the same lesson to them, to make it an even better lesson?

Student 1

You could write like a question on the board, like the ones that we did today so that if they don't get it, so that they can sort of copy that down and sort of then know what to do for their next one.

Louise

So actually show what I need...

Student 1

Yeah.

Louise

...how you need to lay it out in your book?

Student 1

Yeah.

Louise

Yeah. Okay.

Student 2

I think that we could have used bigger numbers, because this morning it was a bit easy, because we only used two-digit and three-digit numbers, and I think we could have used three-digit and four-digit numbers.

Video playlist

Playing video 1 of 2

1.

[Chapter 1: Mathematics study lesson: Discussion with the children](#)

Length 02:52

2.

[Chapter 2: Literacy study lesson: Discussion with the children](#)

Length 01:38

Node information

Attachments Zip:

 [d4f2bb6f71bf1f18b37e1af156c25bba.zip](#)

File Attachments

- [Mathematics study lesson: Discussion with the children](#) (mp4 17.1 MB)
- [Literacy study lesson: Discussion with the children](#) (mp4 10.6 MB)

The post-study lesson discussion

Find out how to organise and plan a discussion with teachers, what support materials you can use to help your analysis, and what the discussion should focus on. You can also find out what teachers can do after the discussion, and watch two videos that show examples of a discussion with mathematics and literacy teachers.

Organising and planning

- After the study lesson, organise a meeting to discuss the study lesson.

- The meeting should be at least 45 minutes long and should occur soon after the study lesson. If you wait more than 36 hours it is more difficult for people to capture or remember what happened during the study lesson.
- Choose one person to chair the discussion.
- Choose another person to keep a record of what was agreed. This person can use the [Post-lesson discussion record](#) (DOC-40 KB) [Attachments](#) for this.
- The group can use the different observer annotations on the [Study Lesson planning, observation and discussion sheet](#) as a basis for your discussion. These are the notes observers made in the study lesson, and are found in the 'How they are observed to respond' columns.

The discussion

During the discussion, all study group members should contribute. It's also important that the chairperson ensures that all points made or questions asked start with an observation about one of the case pupils. This is an important feature of Lesson Study, as it keeps the focus on the learning before moving to the teaching. For example, 'At that point I observed pupil B writing 'xx xxxx xx' on his own'.

It's important that the chairperson keeps the discussion focused on:

- what was planned for each pupil to learn
- what actually happened
- what accounts for any differences between these
- how much progress each pupil made
- what aspects of the teaching technique could be adjusted to improve the progress of each pupil
- what you will do next time you use this teaching approach
- what you will not repeat another time
- what is worth sharing with colleagues.

After the discussion

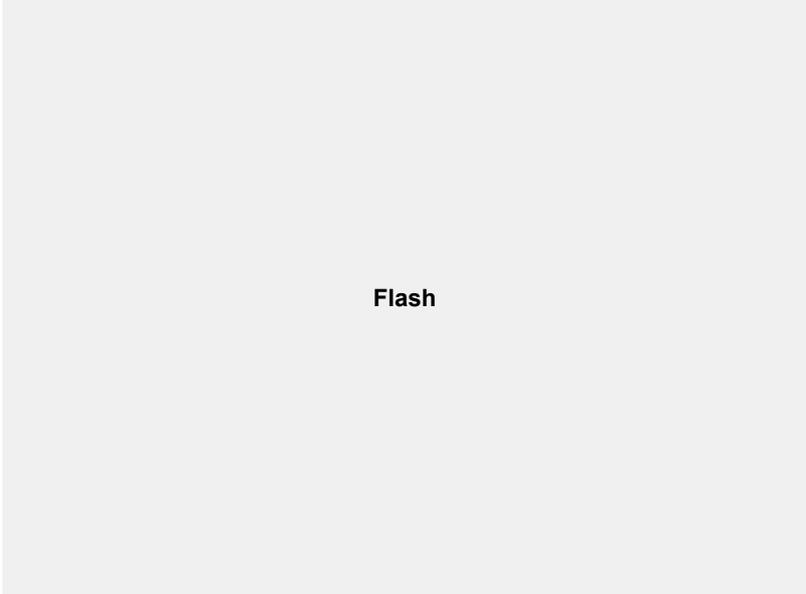
Once the discussion has taken place, the group can then:

- agree what their next steps should be, for example, what they will focus on developing next time
- sign and date the discussion record
- keep the notes in a professional learning log in the staffroom.

Example post-study lesson discussions

Watch two videos of teachers discussing the outcomes of the study lessons they have just completed. The mathematics video shows an upper Key Stage 2 teacher

and a leading teacher discussing the progress of the focus pupils and their possible next steps. The literacy video shows three teachers discussing the progress of the focus pupils and evaluating the pedagogical approaches they used.



Flash

Presenter

After the study lesson, Andy and Louise meet to discuss the progress of each focus pupil and their possible next steps. They then go on to consider what they have learnt from the study lesson and the discussion with the children, and how this will influence future practice within their own classrooms.

Louise

Looking at April, when we were going through the lesson, her place value was spot on, but her estimating was still way out. So it's where we go then with that next time we, we look at these children. Grace was, her estimating was really good and she'd got her inverse operations sorted, can move them round quite easily, but her number bonds, which actually left her then with some gaps as she was working through. And Georgia had actually picked it up really, really well and could identify then some of the places where she'd made a mistake. So that would be worth having a look on the APP things and find out then where actually that would move her on to, because I think she's made really good progress in that lesson.

Andy

And so even within a homogenous group of children, or supposedly homogenous group, there is quite a wide variation.

Louise

There is. There is, and that's the brilliant bit from observing it, because obviously then the focus is taken away from having to teach that group, and you can really pick out those children and where they need to go and what those gaps are. And I think the next thing we need to do is keep looking at the APP and flagging up any bits in here that we need to then use as a next step, but I think looking at the overcoming barriers and this would be a really nice activity for them to have a look at, because it's partitioning and ordering and looking at the place value. So where Grace was struggling, and it was on the, it was up to the hundreds, she

could then have a look, and you could do this as a whole class, is take one of the numbers, and do it as an interactive, because they really enjoyed that interactive work at the beginning and it was quick, really good assessment.

Andy

So should I use the overcoming barriers just with the focus group or should I extend that out to other children in the class as well?

Louise

I think it depends on where, what strand it is you're going to use it for, because there's all the different strands on it. So if there's a particular focus for one group of children, I'd use it with the one group of children. If it's an activity that you could actually use and would benefit them all, then use it as a mental starter with them all, because that would be a really good way of getting a good assessment of some of the key areas where they find things quite challenging.

Andy

Well, from the conversations we had with the children, as well the things they need to do to actually move themselves ahead mathematically, that are overtly mathematical, it's quite apparent that there's some organisational changes I can make in the classroom that will improve the learning that's going on. For instance, until now, we'd always assumed that having the children sat close to the whiteboard was a good thing, because they were close to the teacher, interacting with the teacher, but talking to the children just now, it's quite apparent that they're more comfortable sitting further away, and that they concentrate better further away. So I need to change my classroom organisation to accommodate that.

Louise

And they really enjoyed the actual, coming up with the activities themselves and having ownership over what they were doing, rather than having it all laid out for them. And I think that's really important. And the working as pairs, they really enjoyed that talk and sharing their ways of working things out, and I loved it when she said, children explain it in a simpler way, and they probably do, because they get their heads round it in a different, a different way to the way we would do it, and it's actually giving them more of an idea of how they could work things out. And their enjoyment of the whiteboard work, and that for me was one thing that I hadn't thought about, was they're feeling very brave when they've got a whiteboard, and if they make a mistake, they can rub it out and it's fine. And actually in their book, they feel more committed and scared of doing that, and that's something that I hadn't considered at all. So I think that's one thing I'm going to go back and look at the use in my classroom.

Video playlist

Playing video 1 of 2

1.

[Chapter 1: Mathematics study lesson: The post-lesson discussion](#)

Length 04:23
2.

[Chapter 2: Literacy study lesson: The post-lesson discussion](#)

Length 04:41

Node information

Attachments Zip:

 [dca1d8a4d4e21c451574bff4f866f24c.zip](#)

File Attachments

- [Post-lesson discussion record](#) (doc 41 KB)
- [Study Lesson planning, observation and discussion sheet](#) (doc 73 KB)
- [Mathematics study lesson: The post-lesson discussion](#) (mp4 25.7 MB)
- [Literacy study lesson: The post-lesson discussion](#) (mp4 27.5 MB)

Formally sharing the outcomes with others

Learn about communicating the outcomes of your Lesson Study with teachers and other colleagues. Find out how sharing and discussing work, in-school coaching and introducing a learning wall are great ways to share what you have learnt during a Lesson Study.

Who can you communicate the outcomes to?

You can share what you have learnt with colleagues from your own school or neighbouring schools. You can also use the web to communicate the outcomes.

Sharing and discussing work with others

Arrange an opportunity or meeting for the group to share with colleagues what they have done, learned and refined and the key teaching techniques they have developed.

It's important to arrange this in advance, as if people know they will have to share their findings, they will bear this in mind throughout the process. It also helps the Lesson Study group make sure their thinking and their findings are clear, more usable and replicable by others.

Be sure to allow plenty of opportunity to celebrate and value what has been learned and shared.

In-school coaching

Arrange opportunities for members of the Lesson Study group to work with other teachers; this way it becomes a platform for in-school coaching. This helps members of the group to coach and explain the pedagogic technique they have evolved, adapted or refined during the Lesson Study.

Articulating and explaining practice, and making it visible to others, helps those learning from their peers to improve their practice. It also improves the performance of those doing the explaining or coaching to become more aware of their knowledge themselves and therefore more able to further improve.

Creating a Learning wall

Introduce a 'learning wall' into the staffroom where a Lesson Study group can display their work. This might include photos, notes, observations, discussion outcomes, pupil interviews and tentative conclusions. A learning wall creates staffroom talk about professional learning long after the formal sharing is over.

Creating time for Lesson Study and building it into school systems

Read suggestions and examples of how some schools have created time for Lesson Study and how they make sure there are regular opportunities for teachers to learn and develop their practice.

Professional learning

Some headteachers have created dedicated professional learning time for Lesson Study groups to plan and analyse their lessons. This is time that is normally allocated to professional development and management.

Opportunities for planning and post-lesson discussion

You can create opportunities for planning or post-lesson discussion that do not always demand supply cover. These can include:

- judicious use of planning, preparation and assessment (PPA) time
- specialist teaching time
- staggered timetables or break times
- any other means which allow some teachers to be free to talk together.

Staff professional learning policy

Some headteachers have built Lesson Study into their school teaching and learning policy, by creating a staff professional learning policy. This entitles teachers and others the opportunity for professional learning and continued professional development which include models such as Lesson Study and coaching, which are now recognised as having most impact on classroom practice.

Performance management

You can link Lesson Study with performance management by treating participation in Lesson Study and sharing of the outcomes with colleagues as a component of performance management. Staff involved have felt that Lesson Study has helped them to improve in areas where they have felt less confident, rather than 'playing safe' in areas of relative teaching strength. It is, however, important to keep Lesson Study separate from performance monitoring.

Public study lesson

Some Lesson Study groups demonstrate the techniques they develop to other teachers in a public study lesson. During this type of lesson, children stay behind after school and the lesson is taught in front of an audience, which includes teachers and headteachers from neighbouring schools.

Leading teachers and lesson study

Find out how leading teachers or consultants can support and develop Lesson Study, and how they can be involved in different phases throughout the process.

How leading teachers can support Lesson Study

Leading teachers or consultants can help support and develop Lesson Study by:

- demonstrating a technique (such as shared or guided writing) in the school immediately prior to a Lesson Study cycle
- joining a Lesson Study group as they plan a study lesson, and contributing ideas and suggestions
- sitting with a Lesson Study group and discussing the study lesson they have prepared. They can suggest how the pedagogic technique could be developed.
- joining a study lesson as an observer (with equal status) and participating in the post-lesson pupil interview and discussion. Subject leaders can play a similar role, especially if they have participated in a Lesson Study cycle themselves and become a champion in school.

Additional interest and value can be created if teachers use the evidence they have gained through Lesson Study to help them develop teaching standards. It can also aid professional and academic development and contribute to professional recognition.