

Learning conversation record	
Teacher Habsa	Leaders David
Date 23 rd March 2023	Before / During / After unit of work
Summary of unit of work or lesson and relevant learning outcomes intended	
Y6 Science unit on light. Emphasis on encouraging collaborative working to support lower attainers.	
Questions asked	Key points, agreed actions and impact sought from them
When has light been covered before?	A little in Y3 and some work on shadows in Y5, but due to lockdown there are gaps in their knowledge. Initial assessment showed this, some had very good understanding but others didn't so plans were adjusted. Concept mapping captured this range.
Were there any early misconceptions?	Some thought that the sun was moving and that caused the shadows to appear to move. This was recapped and modelled outside.
So with filling gaps and consolidating new knowledge, are some finding it hard?	We have recaps at the beginning of lessons verbally to help everyone.
What opportunities are there for group work?	We cover subject knowledge together in the base lessons. They are now planning collaboratively for investigations in mixed ability groups to the question 'How are shadows made?' they can design and choose their own equipment. They have to show and prove their ideas.
How does that process help the lower attainers?	I make sure they are getting involved in group planning and discussions. They also learn from the higher attainers in the group.
When they carry out their investigations, how will they record or report?	Higher attainers will write up, others might produce A3 diagrams, notes and other contributions which they will present to the class as a group.
So groups won't all be doing the same investigation?	No, they have to present their line of enquiry at the planning stage to the class, and also present their conclusions afterwards.
Follow up – There are great opportunities to talk with pupils about their own design, practical work and conclusions and their perceptions of other group work.	

Subject leader reflection: The line of enquiry, or influence, in the conversation was about pupils' collaborative working to support lower attainers, and there seems to be plenty of this planned in. The whole process appears carefully planned, allowing pupils scope to create, pursue and evaluate their own ideas. Talking with them afterwards will verify what different pupils, especially the lower attainers have gained from the experience and the presentations of others.