**Reflection On the Lesson of 20th June**

This was the best lesson so far; much calmer even than the last one, and I noted that the only two students who were absent were not the sort to be disruptive in any way. The class were dealing with the tasks in a very productive and confident manner – even those who had struggled to focus before. The windows had been open for a while, but it was still a warm day, so even the heat wasn’t causing trouble. I had briefed the class beforehand, to explain that they would only be spending part of the lesson on ICT. The ones I spoke to seemed happy that their comments about wires etc. had clearly been noted, and were showing a more positive attitude. I informed them that the next lot of feedback we’d request would be linked to the software itself. Those groups who were working on the tables that had been updated with the new ‘timing’ feature and the record of the stage they were working on noticed straightaway, and commented that they liked the updates.

I also gave them homework at the beginning of the lesson that ‘reversed the roles’; I wrote a 555 word answer to the key question from the MSND mystery, and I’ve asked them to mark it for next lesson; looking at AF3 and AF4 for writing, and AF6 for reading. It’s hoped that this ‘exemplar’ material will help them to envisage and realise a higher-quality written answer for themselves.

The clearer attention paid to the reading/writing focus of each lesson has given me (and I think the class) more confidence and ‘ownership’ of the learning. They didn’t seem to be worried about ‘where the lesson was going’, and concentrated instead on the material. Having reviewed the statements myself earlier in the week, I was apprehensive that there was a lot for them to take in: We’d read some Greek stories, but I’d included details from The Odyssey and Hercules’ Labours that we’d only just ‘touched on’; however they embraced the information and came up with some excellent points and comparisons. One group immediately began to draw parallels with ‘A Midsummer Night’s Dream’, and I was really pleased by this. I think it’s indicative of the way this strategy can encourage students to make links across texts, and identify themes and concepts themselves, rather than just have them pointed out.

A number of observations were made during the course of the reading stage that I found very interesting, and a bit entertaining:

* One girl was struck by the number of times children were abandoned and separated from their parents in these tales – this led to a discussion about orphans in literature and folklore, and why different societies would embrace stories about inheritance and dispossession.
* One boy noted that although women were always supposed to be ‘inferior’ to men in society, they seemed –in reality -to have a lot of power! I told him that was a good lesson to learn at such a young age.
* Although some groups came up with ‘groupings’ and ideas that seemed to be less sophisticated than others, they created some very interesting and encouraging work, and first impressions seem to suggest that there will be some good quality learning outcomes from this lesson.

**Next Steps:**

I’m going to modify the writing task for this exercise so that the students are going to write a **persuasive** text, i.e. we’ll make their written proposal for the Library Display a competition entry, rather than merely informative.

We can use the tables next Tuesday (25th June) to construct the plans, and I’ll remind them of the features of persuasive writing at the start of the lesson so that they can ‘factor this in’.