

## Lesson Study for Assessment – as used by a trainee Educational Psychologist

### Background: School and staff context

This LSfA took place in a small, rural primary school in the West Country. The class was a mixed age class with pupils from years 2, 3 and 4. The class teacher reported that there were several children with additional needs; the SENCo was keen to find out more about the two case pupils and incorporate this into their individual support plans. The Educational Psychologist (EP) had already worked with a child in this class so had a relationship with the SENCo and class teacher.

### Process: Lesson study team and meetings

#### Preparation meeting Lesson Study for Assessment design

Discussed the class, pupils' needs and the challenges around teaching and learning. Two case pupils were identified and decided on literacy as subject area with a particular focus on writing. LS team members – EP, SENCo and class teacher and agreed to 3 research lessons with all meetings and lesson times booked. School to gather parent consent using Council form and initial parent assessment paperwork

#### REVIEW & PLANNING MEETING 1 (RP1)

##### Collected information about the two case pupils:

Discussed how currently presenting in class – strengths and areas of need, parent consent form, initial assessment by parents, pupil views and IEPs

<b>Case Pupil 1 (Year 2 boy, aged 7, pupil premium)</b>
<i>Why chosen?:</i>
Has difficulty retaining and retrieving information; response time to being asked a question in class can be very slow and confused ideas which he can find it difficult to understand and explain
<i>Strengths:</i>
Listens well to stories; great imagination and seems to enjoy experiential learning; loves to draw; good memory on his interests and sometimes will not stop until he has worked out a problem and kind to others.
<i>Areas of need:</i>
Slow progress in writing, struggles to remember previous learning, finds it difficult to give clear, concise answers verbally; appears to forget the question whilst forming the answer, needs support in staying on task, can become distracted easily or engrossed in his own thing. and learned helplessness – will let others do things for him.
<i>Current support in place:</i>
Small group literacy and numeracy intervention daily – pre-teaching, Thrive 1 to 1 sessions and TA in class will touch base with him throughout the lessons
<i>Pupil voice:</i>
Likes PE as I like exercising and football (not liked missing it because of my broken wrist), likes English when starting to write a story on my own, but not like it when got to put in more effort. I like school trips, but find running games and basketball hard and find writing loads and loads hard.

<b>Case pupil 1: Starting level</b>
<i>Priority areas</i>
1. Being able to remember next steps
2. Being able to state one idea clearly and concisely
3. Being able write a sentence which is clear and accurate
<i>Learning targets</i>
1. To be able to write a full sentence, correctly punctuated which makes sense
2. To make one relevant verbal response in a lesson

<b>Case Pupil 2 (Year 3 boy, aged 8)</b>
<b>Background:</b>
<i>Why chosen?</i>
Has difficulties around interactions with other pupils, presents as younger than his chronological age, child protection issues in the past and has difficulties retaining information and remembering previous learning
<i>Strengths</i>
Can become very excitable and interested in his learning, loves Lego, making things and hands on learning and likes to talk about what he is doing.
<i>Areas of need:</i>
Slow progress in writing
Struggles to remember previous learning, physical and sensory needs: needs to move around, chew objects, wetting, can become frustrated and is not always able to articulate why and struggles with friendships and interactions with peers. Can become loud, shout and finds it hard turn taking or having a two-way conversation with peers. Has hit other children.
<i>Current support in place:</i>
Thrive 1 to 1 session, lego therapy, small group literacy and numeracy interventions and built in movement breaks
<i>Pupils voice:</i>
Likes the Bog Baby story in English, when Miss explain what the lesson is about, going on the keyboards and making tunes and songs, can write stories, play football, play the keyboard and make things, but find maths tricky and can never beat my (younger) brother at things.

<b>Case pupil 2: Starting level:</b>
<i>Priority areas</i>
1. Retaining and remembering taught strategies
2. Being able to maintain a two-way conversation
3. Learned helplessness – not sitting and waiting for help to come and being more active in his learning
<i>Learning targets</i>
1. To be able to write a full sentence, correctly punctuated which makes sense
2. To be able to work with a reciprocal learning partner taking the time and turns to talk

### Planned Research Lesson 1

Use of a hook at the start of the lesson to capture imagination; include interesting physical and visual resources to support the learning, build in time with a learning partner – leave task/activity open – tell me more – tell me what they thought; opportunity for each case study pupil to give verbal feedback, written activity, opportunities for success – what might this look like and plenary – assess progress against success criteria

**Research lesson 1 Learning objective:** To know what an adjective does and to use them to write expanded noun phrases.

**EP observations:**

*What went well:*

All children were fascinated by the mystery hat in the room and it worked to hook them in, the teacher was playful and curious, the teacher chose both case pupils to answer during first activity – one received a lot of praise and seemed very pleased by this. There was a range of activities – visual hook, story, video clip, talking partners, written task.

Both pupils appeared engaged throughout the lesson including the written activity: Case pupil 1 responded well to visual prompts and gapped sheets, while Case pupils 2 responded well to being asked to think, feel and experience

*How teaching could be even better if:*

Teacher response to case pupil 1 when he used the word “evil”, teacher changed it to “spooky” – he was unhappy and continued to mutter about this, seemingly feeling misunderstood. Pupils writing individual thinking was useful but they struggled on post its – what could they do next time to help with this? Could an element of competition be used to expand their vocabulary and provide a word bank on their table (words on post its) they could then use to support their writing task? Different colours for adjectives and nouns? What would more targeted use of the TA look like?

**Pupil feedback during the lesson (to EP)**

Case pupil 1: liked the hat, it was really cool, learnt that the cabin was creepy, liked to talk about the story. But did not like the writing.

Case pupil 2: liked getting praise points, enjoyed everything and did all the writing.

### Review of Research Lesson 1

Discussed research lesson as a team including observations above. Teacher felt pleased with how the lesson had gone and felt their understanding and use of adjectives was good. Discussed why this might have been and how the process of using the magic hat and the story telling might have helped. The team looked at their written task together and discussed how the scaffolding had supported case pupil 2. They discussed why case pupil 1’s written task does not reflect what he was able to share verbally; discussed ways to support this next time including use of the TA and a ‘talking tin’. Discussion around class dynamics – size of the room, size of tables and how resources can crowd them, needs of other pupils in the class. Also, discussion around the differences in the case study pupils even though they had initially appeared to have similar learning targets.

**Learning targets for Research Lesson 2 same as for RL1.**

## Planning Research Lesson 2

**Learning objective:** To research plastic pollution and be able to write notes on it from the research.

Use of a hook at the start of the lesson to capture imagination – build in the element of problem solving and prediction. Use of resources - think about ways they can have a choice in how they learn and move to collect them. Also think about who might be a good talking partners for the two case pupils and group/pair them accordingly – maybe in 3s to encourage that turn taking. Include a talking tin for case pupil 1 to try this to support the recording of his ideas. For recording writing include a clear, structured support sheet and model how the written information might look. Build in an opportunity to work independently to see how they manage this.

### **EP observations:**

#### *What went well:*

Reading the story and stopping after each little section to get them to predict what would happen next really captured their interest and made them think creatively; having to whisper to the person next to them their predication seemed to heighten the suspense in the room and got them very engaged; talking partners allocated in 3s as with different pupils and chance for them to practice turn taking; scaffolded sheet for note taking so they all had a minimum to work towards and examples to use; modelling how to write a 'note' on the board together; use of highlighters as a tool for finding the most important information; use of talking tin for case pupil 1 to motivate and capture his thinking; telling them to walk around and "magpie" an amazing note taken by another child to add to their own ones and both pupils were able to link this lesson's learning to what they have been learning about plastic pollution.

#### *How teaching could be even better if:*

Case pupil 1 was using the talking tin for talking into, but then not playing it back to support the writing of the ideas he had – some training on this is needed for him; Case pupil 2 just copying what the teacher wrote word for word – how can we support some independent thinking whilst also scaffolding and modelling? Use of the TA – ways to deploy to greatest effect. Is that being in the lesson on the same table with the same children or are there different ways to extend her reach? The resource sheets were too big for the tables so lots of pupils just put them on the floor and relied on one. Could they be distributed throughout the class? Highlighter pens – they love them and highlight lots, but could they be used more effectively to really capture the key point in the text?

#### *Pupil feedback after the lesson (to TA)*

Case pupil 1: enjoyed when first got to get the sentences off other people, learnt about how to keep animal safe from plastic because it can kill them, the teacher and the TA helped me, did not enjoy it when had to put loads more effort into it. Finds it hard to write in sentences, 'I don't know why', not like having all the stuff around me and 'I need to stop trying to distract myself'

Case pupil 2: enjoyed when writing, learnt about not putting a plastic bag in the sea because the animals will think it is a jellyfish and eat it, helped when copying off of the sheet of paper. This helped because it made it easier to write things. 'I actually enjoyed all of it, did not find anything hard and I would like my writing to be neater.

## Review of research lesson 2

**The team** discussed research lesson 2 including observations above. Teacher felt pleased with how the lesson had gone and felt the whole class had worked well and achieved some good learning. The use of prediction and problem solving engaged all students and had them questioning and hypothesising. How can this be built into all learning? Discussed how the talking tin had worked for case pupil 1. It had really got him engaged and he was enjoying using it which was great. How might it be used to even greater effect? Teacher felt she could ask the TA to do some training with him around it. Discussed how we might be able to explore case pupil 2's level of understanding more carefully. He has a real focus on finishing the task and being seen to be a good student. He will copy and repeat the words but what meaning do they have?

**Learning targets for research lesson 3 stay the same.**

## Planning research lesson 3:

**Learning objective:** To know what litter is and to begin planning a leaflet to stop people dropping litter.

Revisit note taking to see if they can apply their learning from research lesson 2 in another lesson. Resources - think about ways they can have a choice in how they learn and move to collect them. Thinking about ways to learn which involve some movement around the class. Use a random selection method in whole class question and answer to see if case pupils maintain interest and give the pupils a choice on how they might present their learning and what resources they might choose.

### EP Observations:

What went well:

Pupils enjoyed the visual prompt of the bag of litter and the way it was related to their school environment. The video has quite a hard hitting message and they children managed their responses to this very well and sensitively showing a great emotional supportive environment. The learning built well on previous learning and they were able to relate it to that as evidenced in their response and questions. They were enjoying the idea of "magpieing" amazing answers again. This helps encourage them to look at and appreciate others' learning, supports the idea that we can all have valuable ideas and cultivates an open/shared culture in the classroom. Both case pupils were able to attempt to write notes in spaces on the worksheet without someone having to come and show them how to get started. Both case study pupils maintained interest in the class discussion through using the method of lolly sticks to choose them person to answer. They both looked ready to answer if they had been asked but did not interrupt.:

Case pupil 1 could tell how to use the talking tin; Case pupil 2 sat and wrote a long piece about litter. This was not exactly as he had been asked to do (preparation for a leaflet) but he was fully engaged and creating his own piece without copying from a sheet or board.

*How teaching could be even better if:*

Find opportunities to give specific praise given to the learning process and times they have gone and found and used a resource. Increase use of questioning to check understanding. Reminder to case pupils of the specific learning objective – what do you want them to accomplish in particular

### **Pupil feedback after the lesson (to EP)**

Case pupil 1: liked it when started writing, liked the post it notes and getting other peoples' ideas. Has learnt that if cows try and eat metal in the grass it could make them bleed, from the video clip. Loves watching TV and Youtube. Liked being sneaky when Miss pulled stuff out the bag. It was a little mystery like my favourite cartoon. It is called Scooby Doo and they find clues.

Said he needed to put more effort into my writing. I pretty much end up losing it – losing my place, liked the talking tin and speaking through it. It repeats what he says, so does not get lost. Not sure what would help me learn better

Case pupil 2: liked to read other peoples' stuff and to add what they wrote to his own. Felt he can be inspired. But, not quite sure what I learnt. Worksheet helped him, as it was really easy. Liked all of the lesson, when Miss pulled out the rubbish. He did not know what it was; not know the idea of litter.

### **Drawing the Ideal School technique (Williams & Hawke, 2007)**

This was carried out to gather the case pupils' views about school provision as part of an extended interview after the third research lesson. The technique draws on Personal Construct Psychology approaches (Moran, 2001; 2006); thought to be a good activity for both pupils as it is open ended. It was hoped to get some insight into their school experience using a combination of drawing, writing and conversation through a structured framework. Further insight might be possible from how they approached the activity. Further information on this is included in the final case pupil reports below.

## **DISCUSSION**

### **Main points relevant to the assessment of pupils' needs**

The class teacher reflected on how the process had really helped her to think about the case pupils as individuals. At the start they had seemed similar in their difficulty to write a clear and concise sentence. After the LS she realised that their needs were different and the journey to move them towards their targets might be very different. The teacher reflected on "knowing their start points". She felt that sometimes it was easy to just think about what they cannot do and she now feels it is important to know what they can do and plan to build on that. There was a lot of discussion about knowing the whole child. This was prompted by reflecting on case pupil 2 in particular and how a lot of his needs now appeared to be around his self-esteem as a learner, how he compares himself to others and how he manages his anxiety by being focussed on completing a task rather than being able to enjoy the learning process. More reflections about the individual case pupils are included in the case studies

### **Teaching implications**

**To know the whole child and be responsive to their needs on that day at that time.** If this means adapting what is planned for them then that is ok – having the confidence to be flexible and support what they need. The importance of the 'hook' and novelty in capturing their interest and engaging them. Making the learning novel and using your own playful personality which can be infectious. To think more about lessons and the help and support they need – sometimes giving less is more helpful, for example, case pupil 1 described having too much around him and feeling overwhelmed when the teacher had wanted to make sure he had enough to learn.

Use of the TA: Is being on the table with certain children the most effective use of them? How might they be deployed in other ways? The SENCo would like to explore this further and consider this in a wider sense across the whole school

### **Reflections and evaluations from the Lesson Study team**

The class teacher reported finding the LSfA process really useful. She enjoyed being given the time to think about the individual children and also think about the teaching implications for the whole class. She described it as helping her “delve into what they really need and what helps support them”. She felt it had really helped her think about the small tweaks such as the talking tins and simple scaffolding which can make a difference. For a teacher who is busy this felt really helpful and not too overwhelming.

The teacher also reflected on how important it has been for helping her to remember the individual child and their story. What she thought were issues around memory and retention for case pupil 2 she now feels are more to do with his self-esteem and his need to please her and get it right. She described how his thoughts shared from the Ideal School drawing helped her reconnect with him and consider how the past had impacted on him and had helped her to think about the kinds of things they might explore in his future Thrive sessions.

Both the class teacher and the SENCo described how it had been great to have the time to reflect and to work as a team. They had felt the team working together had meant we had generated more ideas and had given the confidence to try different strategies. The SENCo described wanting to allocate time in the new academic year to work with the TAs around effective practice and to think of ways they might be deployed to create learning resources or target specific individual learning goals.

### **Case Pupil Reports at end of LSfA process**

#### **Case Pupil 1 Observations during LS**

- Responds well to magical thinking, using imagination and being put in a situation that makes him curious
- Can be quite rigid with his own thinking, for example, tries to join in but with focus on own ideas and less open to others
- Likes to have his view listened to and acknowledged
- Enjoys discussing and talking about his ideas
- Reluctant writer
- Love to predict and problem solve
- Responds well to visuals and these are good to hook him in. Will turn away from longer pieces of text.
- Finds it hard to focus on lots of resources at one time – it can feel too busy and overwhelming
- He does not always offer his hand up in class discussion but when he does have something to say it is very important to him. It can be a little off topic and others sometimes appear to find it frustrating to listen to but it is important to give him that opportunity otherwise he can disengage.

### **What helps learning?**

- Magical thinking – a mystery to be solved, clues to find, something outside of the ordinary
- Seeing the big picture – like a visual jigsaw and how this lesson or learning activity might fit together with other ones he has had.
- Being encouraged to think aloud, helping him to clarify his thought processes and step them
- Provide opportunities for direct and extended questioning
- Think about how to manage the resources to support his learning, for example, give one at a time getting increasingly challenging, give him different locations to get different levels of support (bronze, silver, gold)
- Talking tin because it makes him express one idea at a time clearly
- Are there other gadgets which might help with the recording of his learning, for example, App on iPad with a visual checklist?
- Find creative ways to involve him in class discussions, for example, reading out one sentence from his notes or playing back his talking tin

### **EP meeting and assess: Drawing the Ideal School technique**

A school he would not like to go to:

- People are mean and horrible
- Teachers don't care
- Everything in the school floats, the chairs and boards. They float around the people confusing them.
- There are bullies. My only friend gets angry at me. They push me around.
- The evil teacher has an enormous smoke blower and blows smoke at me when I am day dreaming or whacks me with a broom if I am not working. It is like military school with all the rules.
- I'm going to protect my normal teacher in this school who is the nicest (he drew her about to be attacked by a radioactive chimp who was going to push her off a cliff and him protecting her!)

A school he would like to go to:

- At this school I know what is coming
- There are nice people here and they are all good.
- They understand we have an imagination and they say you can dream.
- There is no bullying. They can be angry but they won't do anything about it to hurt others.
- Everyone is kind. Adults help you if you are hurt.
- I'm cleaning the windows and Miss let me in to do this. She thinks I am helpful.

My current school:

- It is in the middle – a bit good and a bit bad.
- There is maybe a bully but I have more friends (this comment appeared to be linked to fears a boy who had picked on him in the past might be returning to the school from an alternative provision setting).

Reflections

- The pupil appeared to enjoy the activity and told me he liked "drawing stuff". He talked constantly as he drew, explaining things, making noises and becoming animated
- At one point he became hyper-focused on getting a character drawn exactly as he liked. At this point he went very quiet.

**End result**

The teacher reflected that the process had really helped her to see how this pupil's sometimes unusual thinking and going off on a tangent could maybe be a strength that she can build on. She feels he has improved at saying something relevant and in a more concise way with specific guidance and encouragement.

She has really noticed how engaged he has been with her lesson hooks and the times she has stopped the lesson and asked them to predict what comes next.

She reported that she has noticed he is a bit more independent and has started to tackle written work more quickly. She has noticed that with certain support (talking tin, gadgets, visual boxes) are useful tools in helping him to start a written task.

We discussed ways of really engaging this pupil with his learning and ways we might be able to encourage him to practice the writing which he does not enjoy and finds trickier.

Possible ideas:

- Build on his love for solving clues by continuing to get him to guess and predict.
- Think of interesting ways he can be engaged through being learning characters. We talked about, for example, being Scooby Doo when he needs to follow clues. He could create, with his teacher or TA, some character profiles to match learning skills and then have these as visuals and choose a character he needs to be for that lesson.
- Ways to engage in more writing might be through creating written prompts to go with the more experiential learning, for example, writing a short script for the role he is playing or name labels for the team he is in.
- He likes to know what is coming next so support this through visuals, checklists or quiet check ins.
- Think of ways he can present his learning using some of the draw and talk techniques using graphic organisers – guidance shared.

**Case Pupil 2:****Observations during LS**

- Adults will finish his sentences for him as he takes longer and is slow to articulate his thoughts
- He likes being asked a question and having the time to accept his answer even if it takes longer
- He needs scaffolding on written tasks to get started
- He likes to know what the finished task might look like
- He really beams and feels good when his teacher notices him and praises him
- He likes to feel that he can achieve things. He will often just copy what is in front of him so that he feels a sense of accomplishment that his worksheet is complete rather than thinking and considering what he is learning about.

**What helps learning?**

- Giving him the time to think and say what he is thinking. This might be achieved through a check in before he starts the written task
- Scaffolding for written task – maybe changing how this might look and trying different levels to support and increase independence

- Exemplar work for him to have an idea of the final piece. There is a risk of him just copying so this needs to be done creatively to scaffold but encourage independent thinking
- Gradually building up the challenge as he needs early success to build his confidence
- Finding positive opportunities for him to work in different teams and giving him a clear role so that he allows others to contribute and has a sense of his own purpose within a team
- Specific praise for the process. This pupil does not like to admit he has found things hard and is keen to show his learning through often mimicking or copying. Try to think of ways to build his confidence

### **EP meet and assess**

#### **Drawing the Ideal School technique**

A school he would not like to go to:

- This school feels anxious. I don't like it.
- It reminds me of a school a long time ago which got flooded. It was dripping wet.
- The adults are the same and always anxious. They always blame me and say I am silly.
- Someone started to be my friend but they were mean and would not let me play at break. I feel sad and I get blamed.
- In this school I am nice to everyone but everyone I mean to me and the teachers are too. They said I am the one who turned the taps on and flooded the school.

A school he would like to go to:

- He became very animated and drew a big school with five floors.
- It has an attic in the roof with a telescope where you can go and see the planets.
- This school is the best. The teachers are all nice and they don't blame me.
- There are beds there so we can camp out and have sleep overs with friends.
- There is a cloakroom to put our stuff. We can use it as a bookshelf too.
- Each desk has a computer so we can each study on it.
- The adults are friendly, nice and help out.
- The children are all nice.
- At breaktime someone has fallen over and people are helping.

My current school:

- This school is a 20 out of 10. It is my favourite. I like it here.
- I like it when Miss writes things down for me to copy. I magpie. This means I have all my boxes full.

Reflections

- This pupil had been keen to work with me. He kept asking when I had been with the first pupil before break whether he would be next.
- At the start of our time together he was frantically chewing the top of his shirt. This stopped after the questions about the lesson and when he picked up the pencil to draw. It felt as if what he perceived a formal activity with right or wrong answers (even with reassurance it was not) made him anxious.
- Whilst completing this activity I noticed a desire to get it right – asking for a ruler, looking for a rubber and asking for a new piece of paper when he drew a line he was not happy with.
- This activity highlighted what we had already noticed about his need to get things right and to feel success in learning. His copying helps him to feel he has achieved and task completing is important even though he may not have understood the content.

**End result**

The teacher described how the process has helped her to really think about the first steps for this pupil and what he needs to feel confident and successful. She felt that she better understands his need to be nurtured and how she can support him in making those important connections with peers when working in a group.

We discussed ways of building his confidence as a learner and supporting him to work both independently and as part of a team when it is required.

Possible ideas:

- Build in early success. Help him to chart it and see it.
- Praise the process to encourage a growth mindset and foster his belief that failure is part of the learning process and it is ok to admit you do not understand something or have not mastered it yet.
- Encourage wondering aloud whilst at the first stage of the activity rather than instant pen to paper to copy.
- Create a wonder book with him in to celebrate his success and help foster his sense of feeling valued.
- In Thrive sessions consider doing some identity work to help him develop awareness of his strengths and areas he can develop further. Focus on building esteem.
- Continued support with peer relationships.

**Overall LSfA Process Reflections****What worked well**

- The feedback from school staff involved was very positive. They reported enjoying the time to reflect and work as part of a team.
- Whilst the focus had started out as literacy because the teacher was worried about progress this quickly widened to focus on the individual needs of the children and how they learn and respond to teaching strategies.
- Gathering all the information in advance from the SENCo, teacher and parents is crucial in framing the work and giving a clear focus.
- Having two people observing the lesson gave a chance for deeper dialogue and analysis.
- It includes pupil perspectives at each stage after each lesson. This means that their views contribute to the review and planning stages which is really important and sometimes missed.
- The teacher has already started to plan future Thrive sessions based on some of the needs identified. She has been keen to ask for guidance and signposting to resources.
- I really enjoy working in this collaborative way and sometimes we don't get opportunities to do this over time.

**Even better if**

- It might have been useful to do the ideal school activity before the first research lesson as some of the things they shared might have helped us with the planning. My rationale for not doing this was so the pupils did not think I was observing them specifically in the lessons.

- I feel it would have been helpful for me to get the feedback from pupils after each lesson as it might have given me a deeper understanding. The school did not do it after research lesson 1 so I only have the thoughts they shared with me during the lesson. I feel this was a missed opportunity.
- I think it might have been helpful to involve parents in a review afterwards. They had completed the initial assessment and I am not sure what feedback they have received from the school on the process.
- Could we have involved the two TAs who support the class in the process? What might this have brought to the study?

### **Implications for doing LSfA**

- This is a free piece of work for the school which in a traded world is pretty good. If your service has agreed the work then it should be easy to recruit a school.
- I sent my Senior EP the letter from the university and we agreed the work in my first induction meeting.
- Think about when in the school year you might do this. I had it agreed in the Autumn term but for various reasons it happened in the summer term. This actually worked out well as the teacher knew the pupils well and we used it to plan for the next academic year including sharing some of the findings with a teacher new to the school.
- Make sure you get signed parental consent for the work.
- Book all the meetings and observations at the first meeting. It means you are all committed and have made time for the complete process.
- We did the review meetings after school which although in their own time they felt more relaxed and we could talk without interruptions (and drink tea and eat cake). Yeah, bring cake!
- Do the paperwork fully as you go using the template sheets. They make the whole process much clearer.
- Set up the meetings so they lead the input rather than looking to you for advice.
- Use supervision to explore the work – my supervisor had not heard of it before and has since gone away and read about it.