

A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident.

In order to promote and identify next teaching and learning steps, teachers must be aware of the importance and value of reflection within their lessons and be able to identify critical incidents in order to improve their planning and understanding of a situation. Tripp (2012: 43) states 'thorough, systematic, accurate and clear analysis is essential to good professional practice because diagnosis and critique questions what is and enables us to think of what might be.' A critical practitioner must reflect on a situation, the way in which it was carried out and how it could be implemented again to a higher standard (Miller and Pound, 2011). Critical incidents can be used to view both positive and negative aspects of one's teaching. Some examples of these include lower abilities excelling in an activity; how a child with a specific learning difficulty copes with a certain task or situation; understanding why a child may be disruptive in lessons or the problems within a behaviour management strategy. However, some practitioners may find observing their own class and practice difficult as they hold opinions and bias thoughts which can be hard to step out of, which puts a big emphasis on the importance of objectivity. The consciousness shown with both positive and negative experiences within practice has a significant impact on children's development (Paige-Smith and Craft, 2011 and Palaioologou, 2008). Practitioners should be aware that observing for next step teaching should not be viewed in isolation from their practice and as a tool for a deep understanding and productive future practice.

The case study I have chosen to analyse is set in a Year 5 classroom in a seaside town school in South Wales. As a whole, the school's intake of free school meals is 10% and 12% of children identify and receive support for additional learning needs. The school caters for 440 pupils spread into 16 single year group classes (Estyn report, 2017). The class size is 29 with one child in the process of statementing for autism spectrum disorder and another requiring one to one support during Mathematic and English lessons. The class teacher and I informed the children that I would be observing the class as a whole rather than an individual child to try and lower the impact it would have on their behaviour for an accurate observation. According to British Education Research Association (BERA) (2018) 'Participants may be willing to take part in research even though they are unable to be fully informed about the implications of their participation.' Due to my objective being to observe for critical incidents around the classroom, I was unable to fully inform the children on the nature of the study. The children, however, were informed that no personal data would be used in my study including first or last names, ages and the name of the school to ensure full anonymity in order to follow the guidelines of Data Protection Act 1998 and BERA (Legislation.Gov, No date. BERA, 2018).

Once I had explained this, the children all gave their verbal consent to allow me to observe their learning.

In order to observe critical incidents within the classroom, case studies were the chosen methodology used throughout. Observations within educational settings are a useful and common tool used to see improvements needed to practice and planning (Malderez, 2003). Observations and case study are stressed within the behaviouristic school with theorists Skinner and Pavlov both conducting their studies with this form of methodology (Palaiologou, 2008). Non-participant observations also play a significant role in teaching approaches including Reggio Emilia and Te Whaariki where written forms of observations are a main device in teaching and learning (Palaiologou, 2008). According to Unicomb et al. (2015: 728) 'case study methodology is an empirical enquiry that investigates a contemporary phenomenon in-depth and within its real-life context.' This form of methodology falls under the umbrella of qualitative research due to the primary events being summarised in a written format and requires secondary information in order to conduct a coherent discussion of positives and negatives of the findings (Greig et al., 2007). Case studies are a popular method of gathering primary information in educational settings as they allow practitioners to focus on one or more areas of learning and development at a time with the design for intense inspection and examination of certain aspects gathered (Unicomb, 2015).

On the other hand, some practitioners may find this form of non-participant observation difficult to undertake as they are required to not be involved or interact while observing (Palaiologou, 2008). This can be hard for the practitioner to step out of the role and not hold any bias. This is also difficult for the children to understand why they are not able to ask for help or feedback when they usually can. Donnelly and Wiechula (2012) agrees with the difficulties of case studies, stating the use of case studies as a lone methodology too complex and underdeveloped due to the amount of irrelevant data collected and not used. Quantitative research offers a more precise outlook on research such as documenting information in a table and can be beneficial in educational settings in the form of checklists and time samples. A checklist would need to be pre-planned with a clear outline on what the observer is looking for within the observation. However, in order to discover and record critical incidents, researchers must use a holistic approach as quantitative research may be too limited and the practitioner may miss out on vital information as it is not stated on the objective of the pre-planned observation (Barnham, 2015). Unicomb et al. (2015: 733) adds to this, explaining the 'data obtained from case studies are recognised as an important first step in the translational research process...efficacy and effectiveness may further lead to change in policy and practice.' As this is the first time observing the class with no previous knowledge or bias of the children, the chosen methodology allowed for a full reflection on a range of issues allowing for

a deeper understanding to be presented with secondary research and did not limit any findings.

The critical incident that will be discussed is based upon a child with suspected autism spectrum disorder (ASD) who found a task socially difficult and ended up missing out on learning due to his frustrated behaviour getting him removed from the class (See Appendix one). I was informed prior to this observation that the child is currently in the process of statementing but currently has no extra help during lessons. I will refer to the boy as Child A for anonymity reasons. In order to keep the observation information accurate, I did not tell the child I was mainly focusing my findings on his behaviour. The critical incident occurred during a topic lesson where the children were required to work with the partners next to them in order to take part in class discussions. Child A instantly said he did not want to work with the child he was paired with and the teacher said he could work alone and come up with his own answers. One rule to the lesson was to ensure no one talked over each other and all children would be given a turn to speak and discuss. During the first part of the discussion, Child A was shouting out his answers in order to be the first to speak. The teacher explained that his answer was correct but next time he must put his hand up to speak. When the next question was asked and Child A rose his hand, but the teacher chose another child to speak first. Child A instantly got frustrated and pushed his chair back, screamed and threw his pencil case. Child A was removed from the classroom to calm down at his quiet table alone and did not return for the rest of the lesson. The details of this incident will be discussed further in the literature review. In Donaldson's successful futures report he explains four purposes to learning. One is based upon ambitious, capable learners which enables children to see challenging situations in learning as a good thing (Donaldson, 2015). However, when Child A came across the challenge of having to take turns and wait, he was unable to cope and overcome the situation. This also has a connection with Donaldson's (2015:1) four purposes of 'ethical, informed citizens who understand and consider the impact of their actions when making choices and acting'. The critical incident suggests that Child A could have acted impulsively due to a strong feeling he was experiencing after following instruction and not receiving the reaction back, which resulted in throwing items putting the other children at risk. This indicates he was not aware of the impact of this action and how it would affect others. On the contrary, Child A is also reaching this same purpose when trying to engage within the topic and show his prior knowledge which also links to another purpose of healthy, confident individuals who are willing to participate in activities (Donaldson, 2015). Although he was only in part of the discussion activity, Child A was aware of how the task involved previous knowledge and how to link it to the current lesson.

Following the critical incident, one aspect to note is the potential Autism Spectrum Disorder (ASD). Although Child A has not officially been given a statement for this condition, he is currently in the process and has undergone testing and assessments. ASD is a hidden, developmental disability that affects each person differently. Generally, a person with ASD may struggle with communication, developing strong relationships, sensory issues, as well as struggling with social situations (Sasson et al., 2012). Child psychiatrist, Leo Kanner, discovered in 1943 that lack of verbal and non-verbal communication and other social behaviours was a shared characteristic between children with ASD (Glazzard et al., 2015). Although not all of these aspects apply to Child A as his verbal communication seemed appropriately developed, it was evident he is struggling with social situations such as working alongside another pupil or recognizing social cues, including taking turns and sharing attention. Adding to this point, Child A's behaviour when dealing with a frustrating situation is very common within people with autism and should not be viewed as bad behaviour rather than a means of coping with overwhelming feelings in the only known way (National Autism Society, 2018).

One way in which to avoid this behaviour is to be aware of the child's triggers and try to minimize these to the best of their ability; however, this is not always easy within a school setting; for example, assembly times, supply teachers and guest speakers. The National Autism Society (2018) explains when a child is experiencing strong emotions, one solution is to set up a quiet area that they are able to remove themselves from the situation and time to cool down. They also add asking the person with ASD if they are okay and giving them time to communicate back on their terms. Within the critical incident, Child A has a quiet table within the corridor where the teacher sent him. This suggests that the strategy is new, and Child A is unaware that he can use the table when he does feel frustrated. It may also suggest that he is not usually given the choice to just leave the lesson and has to be told when he is able to use the strategy. Student autonomy allows children to take charge of their learning and movements around the classroom (McPhail, 2013). One way in which the teacher can promote autonomy is by allowing Child A to step away from an activity when he starts to feel overwhelmed. This also allows Child A to have an understanding of his own feelings and methods of control. A common sign of ASD is difficulty understanding emotions whether it be their own or others (Wall, 2004). On the other hand, a disadvantage of this may be Child A missing too many lessons and educational experiences as he will not try new activities and leave his comfort zones if he is aware he can leave. The teacher could monitor this by only allowing ten minutes at a time on the quiet table before encouraging him to re-enter the class and try the activities again.

Another note to aspect within the critical incident is the behaviour management strategies and if these were appropriate for Child A. One management strategy that was observed during the

incident was tactically ignoring when Child A first started to shout out. Tactical ignoring is a non-verbal communication strategy that portrays a message to the class as a whole rather than targeting the child who is being ignored. It shows that the teacher will only respond when they see a certain behaviour, such as raising their hands when they wish to speak and can be a very commonly used strategy when doing class discussions (Roger, 2015). When practitioners are using this method, they must know what behaviours are appropriate to ignore and when to intervene, for instance when other children's safety is at risk (Roger, 2011). The practitioner informed Child A of the rules and did ignore his behaviour, however when Child A did conform to the rules and was still ignored, this is when his frustration turned into aggression. According to the National Autistic Society (2018) children with ASD will often take what is said literally. This suggests that Child A believed he would be chosen to speak as soon as he conformed to the rules and may not be an appropriate strategy for him. When implementing a behaviour management strategy, practitioners may need to make exceptions for certain individuals, although this does not mean not implementing anything at all (Moyle, 2009). This also links to the professional standards for teachers in Wales under the 'pedagogy' section which states all children must be given high expectations and their differentiated needs must be met (Hwb, 2019).

When using tactical ignoring strategies, some practitioners pair this with positive reinforcement strategies, for example giving the attention as soon as the child follows instruction or a reward scheme. The reward scheme used within the setting is 'Dojo' points; an online device for collecting rewards and children receive a prize when reaching a certain amount. The behaviourist approach stems from psychologist's experiments conducted by Thorndike and Skinner and believes that behaviour is influenced by stimuli and rewards must be given as soon as preferred behaviour is observed (Whitebread, 2004). Behaviourists suggest learning behaviour occurs three ways; classical conditioning, operant conditioning and the social learning theory. B. F. Skinner conducted an operant conditioning experiment in order to see if behaviour could be taught by offering an incentive. He did this with rats in a box, who were required to touch a lever in order to obtain food. The rats found the connection between food and lever and, from this Skinner suggested four consequences of behaviour; 'positive reinforcement, negative reinforcement, positive punishment and negative punishment' (Whitebread, 2012: 96).

Positive punishment was evident within the critical incident when the teacher removed the child from the activity due to his negative behaviour. Shaw and Simms (2009) agrees with this management strategy, explaining how punishment must occur as soon as the behaviour occurs and has always been a valuable and necessary tool for decreasing submissive behaviour. The school's behaviour policy also encourages time out of lessons if a child cannot

follow the school rules and is endangering themselves and others (School X, 2016). In spite of this, Ellis and Tod (2009: 151) mention 'Skinner himself did not favour the use of punishment, believing it to be ineffective.' Reprimanding a child on their behaviour can result in additional issues including resentment of the teacher resulting in a negative relationship, anxiety and finding new ways to misbehave as negative attention is still attention (Ellis and Tod, 2009). Child A was looking for attention in this activity and when he did not receive it, his behaviour changed. However, this is when he did receive his attention. This suggests that Child A may continue to behave in this way as he is aware he will receive the teacher's attention, even if it is briefly and negatively.

On the other hand, positive reinforcement is the opposite of positive punishment as it rewards positive behaviour when observed (Whitebread, 2012). This method is often seen in schools through reward charts, free time and certificates. As previously mentioned, positive reinforcement is seen within the school setting in the form of Dojo points. As a whole, the school have developed a scheme of fairly distributing the points to the children to ensure everyone is being rewarded the same for the same tasks. This strategy may be beneficial as it provides a visual guide for children to physically see that their good behaviour is not going unnoticed and they are aware of how many points they need to reach the total. In order to keep this method of positive reinforcement and not interlink it with negative punishment, dojo points should not be removed once collected if the child's behaviour changes. If practitioners were to use this method, it may indicate that the previous positive behaviour does not matter, even though at the time the child was conforming to the rules (Ellis and Tod, 2009). Although this method is a whole school approach, it was not used within the time of the critical incident. Not only would dojo points be seen as a positive reinforcement, but also attention. Instead of providing negative attention by removing the child from the classroom, as soon as Child A followed the rules, giving him instant attention may prevent aggressive behaviour and show that his behaviour was not unnoticed. Evidently, this may only be a short-term solution as the teacher may not be able to provide his attention at all times with other children being present in the classroom (Moyle, 2009).

In order to improve on learning, practitioners must implement next steps to ensure change and positive practice. The reflection model that will be carried out in this reflection is developed by Gibbs and follows the following six sections; description, feelings, evaluation, analysis, conclusion and action plan (Oxford Brookes University, 2017). This model may be seen as beneficial as it enables theory links from the literature review, practitioner's feelings to be shared as well as the prospect of new ideas for future practice (Paige-Smith and Craft, 2011). On the other hand, Lindon (2012) would argue that Gibb's model has too many sections that could be merged into one or ideas seen as repeating themselves which may be unnecessary.

Due to this disadvantage, I have chosen to use subheadings to provide a clear structure and will adapt this model to avoid repetition and to ensure there is no bias and personal opinions about the teacher and their practice and ensure ethical practice. **Description-** The first aspect to reflect on is the use of critical incidents and case studies. **Evaluation-** As discussed within the methodology, this form of non-participant observation was beneficial to see a snapshot of the child's behaviour in one lesson. **Analysis-** However, if a practitioner was to monitor the behaviour over time with this method, it may become an issue as it relies heavily on secondary research which is time consuming and complex (Donnelly and Wiechula, 2012). A critical incident is beneficial as a starting point for the teacher but not a long-term solution. **Conclusion-** Following from the critical incident, to look closely at Child A's behaviour only, the next form of observation that could be used is event sampling. An event sample involves the practitioner to record a certain aspect of a child; in this case the behaviour and child's coping strategies when he feels frustrated. An event sample is most beneficial when the practitioner is aware of the child's typical behaviours and this method is useful to find out how often the behaviour occurs or triggers such as a reaction to a certain person or topic (Dawson, 2013). In spite of this, event samples also have disadvantages. The data obtained from using this method of observation can only be used for one individual child or small group of children rather than a whole class; the results may be hard to generalise for other children if needed. If a child is aware someone is observing them, they may also alter their natural behaviour which does not show an accurate representation (Dawson, 2013). **Action Plan-** If I was to continue observing Child A's behaviour I would prepare a table in order to record the child's behaviour throughout different aspects of the lesson, such as his social interactions, when he gets frustrated, what he does to express different emotions and how quickly these can escalate in order to make changes to the behaviour management strategy and lesson plan to one that works for his needs.

Description- The second aspect of this critical incident is the behaviour management strategies used by the teacher. When Child A was frustrated, he expressed this by throwing items across the room. He had to be removed for the safety of the other children. **Evaluation-** I agree with this strategy as the teacher has a responsibility of keeping the other children safe within their classroom; however Child A did not return to the classroom or have a member of staff check up on him or help calm him down. **Analysis-** Within the school's behaviour policy it states that if a child is being disruptive the classroom teacher may ask them to take 10 minutes out of the classroom for time out (School X, 2016). Whereas Child A had spent a longer time out of the classroom, even though the class teacher could still hear he was upset from his quiet table outside the room. **Conclusion and action plan-** In order to find a long-term solution, the classroom teacher may conduct an individual behaviour plan. This allows

the child to be aware of their own targets within their lessons such as not shouting over others and a behaviour management strategy that is appropriate for both him and the teacher. These targets must be achievable and measurable for Child A to understand the purpose and he may make a more conscious effort to stick to these targets especially if he has decided upon these alongside the teacher (Tilstone and Rose, 2003). This also links to Hattie's (2018) research on positive impacts within the classroom, where behavioural intervention techniques scored 0,62, suggesting the impact is highly beneficial for children.

In conclusion, in order to improve on self-learning and have a strong understanding on how beneficial their practice is, practitioners must be aware of the importance of reflective practice. When teachers effectively reflect on their practices, they are able to provide a high standard of education and service for not only their children, but families included, which will deliver educational outcomes to the highest possible standard (Nutbrown et al., 2008). An effective teacher will deliver this through observation techniques and critically analyse the data in order to know what is successful in their practice and what may need to change. However, it is crucial that the practitioner has prior knowledge on their class before making assumptions from an observation as not all behaviours are an accurate representation of a child; for example, a quiet child does not always indicate that they are not engaged within the lesson, but simply listening or thinking (Hayes, 2003). Practitioners must also reflect in order to meet the professional standards for teaching and leadership provided by the Welsh Government. The professional standards should be used hand in hand with research within the school to see meaningful and innovative impact for their student's education (Hwb, 2019). The professional standards are split into five values and dispositions that teachers are required to meet these throughout their careers including 'pedagogy, collaboration, innovation, professional learning and leadership' (Hwb, 2019). Under the innovation branch, teachers are required to develop new techniques within their learning, by conducting research and having knowledge on the importance it has on developing their practice and providing high quality education (Hwb, 2019).

Appendix One- OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: The children are sat at their desks with the teacher at the front. She discusses the new topic of the 1960's. She asks the children what they can remember from the previous lessons on the topic for a recap. The teacher explains the lessons would be about music.
Classroom culture: When discussing their previous learning the children put their hands up to answer. Children discuss in pairs what they already know about the 1960's and music in general. She uses the method think, pair, share. Child A shouts out answers excitedly when teacher asks what they had discussed. All the children were engaged in the lesson however not all pairs answered questions but still took part in pair discussion.
Objectives: The main lesson objective was class discussion and to work in pairs to show their knowledge and learning on the subject. The children's ability was all mixed but did the same work throughout whole lesson.
Direction: The lesson is purely based on discussion and listening to music that they thought would either be from the 1960's or modern day. They were told if they were going to answer they must put their hands up and wait. No one was to shout over. One child with ASD found this task very difficult and shouted the answer. He was reminded to put up his hand if he wanted to speak. Got frustrated when his hand was up, and another child was chosen.
Access and challenge: Child with ASD was asked to leave the classroom as he became very disruptive after not being able to follow the rule of listening to others and take it in turns talking. Child was asked his answer at first but when the teacher asked someone else first, he became very upset and throwing the context of his desk. He did not come back into the classroom for the recap individual quiz at the end as he was still crying and did not calm down.
Assessment: The children were asked to think, pair, share on their previous knowledge of the 1960's topic in general and then what music they were aware. After the children listened to the knew songs, she asked them to discuss if they thought the song was old or modern and how they could tell. The children would then discuss back with the teacher their thoughts and have a general consensus of the answer before the teacher said the answer. The children were given two minutes in between songs to discuss. They were then asked to fill out an independent quiz at the end.
Specifics / Critical Incidents: Child with ASD found task very challenging to put up his hand and wait his turn. He was chosen once when his hand was up and allowed to speak. When the next question was asked, he put his hand up and was not chosen to speak. He shouts out that it isn't fair and throws his pencil case on the floor. The teacher demands he picks up the pencil case and that he must wait his turn as there are other children in the class and he has already answered a question. Child with ASD got very overwhelmed with lesson and disruptive. He was asked to go to his quiet box to calm down outside the classroom and stop crying/shouting. Missed recap activity. Questioning time when discussing. Children were given two minutes in between songs and a timer was put on the board so the children could see and were ready to discuss. Work was not differentiated on the quiz.

Assisted Reflective Conclusions (ARC) Model

Date: 26/09/2019

Critical incident (focus): Child with suspected ASD who found task socially difficult and ended up missing out on learning due to his frustrated behaviour.

Experience	
Feelings "What are your feelings regarding the experience?"	Overall, I believe the lesson went well. The children were all engaged in the lesson which was shown by full involvement within multiple class discussions amongst pairs and when feeding back to the teacher. The overall learning with split between the children's discussion in pairs and the teacher. Assessment for learning was shown through multiple questioning and given time to answer was shown on the whiteboard. However, due to the multiple social aspects and rules within this lesson, the child with ASD found this very overwhelming to the point that he was removed from the lesson for the safety of the other children as items were being thrown. This may be a result of lack of differentiation for that child's needs. Outside the classroom was his quiet area with a box of calm down activities. He remained there the rest of the lesson as the activities alone were not working. This influenced his knowledge of the lesson. I found this disappointing as the strong feelings he was displaying which resulted in that consequence could possibly been dealt with in a possibly quicker way in which he did not have to leave the classroom.
Remember and Understanding "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	Within the lesson the children were required to apply their previous knowledge of music. This allowed the teacher to have an understanding of what they already know and where to take the following lesson. This was done through questioning and instant verbal feedback which is a form of assessment for learning. Think, pair, share was also a useful tool within the lesson as it allowed the child to bounce ideas off each other, more time to think and less confident children to have their voice. To make the lesson more effective I believe if the teacher allowed the children to work in their own pairs this allows student autonomy and the ASD child may have felt more comfortable in that social situation with someone they liked. To apply my understanding of the critical incident I would ask the teacher about the child with ASD and his average behaviour such as is that the norm for when he is frustrated. I would also ask about his social development and the strategies she has to build on it.
Evaluate and analyse "What will you keep the same to ensure effective teaching and learning in the future?" "What was the cause of the most important disappointing element?"	The learners were told their new topic would be the 1960's and were asked previously what they would like to learn about. Music was one of the topics chosen. I believe this is why the lesson was as successful due to the fact that the children had an interest and it also linked to modern day music when working out the dates for the songs and why they thought that. The lesson and resources were well planned out as the teacher had a range of music ready, vinyl's and music player from the 1960's and a follow up quiz for the end. However, this quiz was not differentiated and may have been too easy/difficult for some learners. The critical incident was caused by the teacher chosen other children to answer a question as she had already asked the child with ASD one previously. But as he followed the social queue and waited with his hand up, he got instantly frustrated and upset when not chosen again. However, the most disappointing part was when he did not return to the classroom and continued to be upset outside and then went straight to the yard after the lesson.

Conclusions and actions

"What are your possible solutions to the disappointing issues identified?"

"What will you do next?"

A possible solution to the child leaving the classroom would be to send the teaching assistant outside with him to do some calm down exercises and then encourage him to come back into the class or to do the follow up activity outside with him. That way he would be getting that instant attention and would not be missing out on learning. As the teacher had previously encouraged the boy to put his hand up and not shout out, she should have seen he was doing what she had asked and asked him as well as asking other children. This way the child would know his behaviour was correct by being rewarded attention and could possibly avoided frustrated feelings all together. Another way that may have a positive impact on the child is allowing them to choose their own partners. This way he may engaged more with a friend rather than completely working alone. However, this could also have a negative impact on the class as the children may be more distracted working alongside a friend.

Transformed experience

Appendix Two- OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19
Lesson details: Teacher listening to individual readers one at a time. Teaching assistant taken small group of 5 children out of the class to introduce 'bee-bot' activity. Other areas accessible to children in this lesson is painting, iPads, Play-doh and outdoor area. If child is not working with an adult, they have free choice to these areas.
Classroom culture All children are in specific areas of the classroom engaged in different activities. No children wondering around classroom or asking what to do or unsure. If a child did not want to continue with that activity without an adult, they had the choice to leave and engage in a different one. Children on play-doh table speaking about what they are going to make next. When called by the teacher to read, children followed instruction.
Objectives Children were aware that they would be called throughout their activities to read with the teacher. Children were aware the different areas of the classroom that were accessible to them and how many were allowed at each time.
Direction Children are aware of classroom rules and were confident in explaining to me that only five children were allowed outside at a time and must wear a high vis blue jacket during that time. This was also the same for the painting area and wearing aprons. The children in the painting area were copying from the example paintings in front of them with a choice of three pictures to choose from. When the teacher put a song on the children knew it meant tidy up time. Some children instantly started tidying up and some needed encouraging by their classmates to start tidying.
Access and challenge Children outside playing with bricks. Bricks kept falling over and the children said after this 'Opps now we need to make it again.' The children all gathered the bricks back and tried making the tower again together. Two children playing in the play-doh area. A third child comes over and asks for some play-doh. The two girls do not give him any until adult intervened. The second girl also ignored when asked if they could use the rolling pin. Fourth child came over and asked the table for some play-doh. The third child with the least instantly gave half of his to the child. The first girl seen this and give a tiny bit over as well. The second girl did not look up or acknowledge him.
Assessment In between listening to readers, teacher came over to the painting table twice. First time she praised the children saying, 'oh wow fantastic work boys, well done!' After the children had gone to the toilet and washed their hands ready for dinner, they were required to sit on the carpet. The teacher gave out individual dojo points to the children who were sat on the carpet quietly as that was her instruction to do so.
Specifics / Critical Incidents When giving out dojos for sitting on the carpet quietly, some of the children were still waiting to have access to the toilet and sinks due to small bathroom size and their group being called last. These children missed out on a dojo point. Teacher said to one child that they would not be getting a dojo point but did not explain why and that it was due to him not sitting quietly on the carpet. He continued to talk. Dojos were not given out for any other behaviour and feedback on activities on given to two children who were painting. One child would not share during play-doh activity and would actively ignore children's requests by avoiding eye contact and talking about something else.

When children were in the dinner hall, they were allowed to get their own trays and cutlery. Children carried their food over to the table but were then instructed where to sit in the hall by the teaching assistant even if they did not want to sit next to that person and asked to sit elsewhere.

Assisted Reflective Conclusions (ARC) Model

Date: 25/09/2019

Critical incident (focus): Dojo points given out to children who were sitting nicely on the carpet when a handful were still queueing up at the bathroom to wash their hands ready for lunch. Groups were chosen at random to wash their hands and they were the last ones. These children missed out on a dojo point. No other rewards given for good behaviour throughout the lesson.

Experience	
<i>Feelings</i> <i>"What are your feelings regarding the experience?"</i>	Throughout the lesson the children were all engaged in different activities and had the choice to switch if they wanted too. This promotes student autonomy and could be the reason why the children were all engaged in an activity throughout the session. They were also all aware of the rules of the classroom such as putting on a blue vest when going into the outdoor area or wearing an apron to start the painting task. The teacher's main aims for that session was to listen to individual readers. Although the teacher was in the same room, the children were left to their own learning and understanding, and only once did she go and see one group. The children were not getting any feedback on their learning experiences and the teacher only said well done to two of the children painting. The teacher was unaware of the children learning to share on the play-doh table and the children showing resilience and problem solving while playing outside building their houses.
<i>Remember and Understand</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The class management used within this lesson was rewarding positive behaviour. The children who were sitting 'correctly' on the carpet were rewarded. However, one boy was told he would not be having a dojo point but was not told why. This child may not be aware of the reason and then his behaviour did not change. I found this disappointing as he was not given any feedback on how to improve and therefore missed out on a reward. I would ask the teacher why she did not give him any feedback and how she expects him to change his behaviour as it seemed he would only improve by observing other children and self-assessing against what they were doing. Although he was also not told to look around at others either. I would also ask if the teacher thought that would be an appropriate time to give out dojo points when a number of students were unable to get them for no fault of their own.
<i>Evaluate and analysis</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	I believe someone may think this session was ineffective as the level of assessment for learning was very low. The children were not given feedback throughout their tasks and the only time some were rewarded was at the end of the lesson for their sitting skills. This could potentially stop some learners from progressing as they were unaware of strategies if they were stuck on a task. On the other hand, another may say this was very successful social lesson as the children were developing problem solving skills and autonomy which allowed full engagement in the lesson. However, the lack of feedback, positive and negative, within the lesson provides the

	children with no knowledge of if that behaviour is expected of them within a school setting and how to progress further.
<i>Conclusions and actions</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	The teaching assistant who was standing with the children queuing for the toilet could have mentioned to the teacher that there was a handful of children with her and given a dojo for good behaviour in that situation instead of sitting on the carpet. That way the children would not have felt left out of getting a dojo even though their behaviour was not incorrect, but they simply were called to do a different job. The teacher could have asked the other students if they saw any good behaviour that deserved a dojo point such as sharing, not given up when a task got hard or tidying up when asked. This would also be a form of self and peer assessment which ties into assessment for learning. This way the children are being rewarded for other good social development aspects and be aware that this is correct behaviour in school as they have not long started full time and are still getting use to what is expected of them. This could also be done by the teaching assistant observing these behaviours and providing feedback to the teacher.
<i>Transformed experience</i>	

Appendix Three- OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: The children have come into the classroom and the teacher is going over the morning routine and welsh drillio. The children then go onto their separate activities; one group with the teacher, one group with the teaching assistant, two groups doing independent maths.
Classroom culture: While debating on the carpet, the teacher moved one child due to fidgeting to sit in her clear eye-line. While discussing, teacher waits for more hands to go up before picking who to answer. Child on the independent math table distracting others by telling them that the cupboard is haunted. Takes two children into the cupboard four times during lesson.
Objectives: The children are aware of the jobs they have to complete as the teacher sends one group with teaching assistant and another to her writing table. The children working independently, she hands out each book individually on the page they must continue working from the previous lesson. The children who are working on the same work sit on one table together. There is a list of jobs that must be complete by the end of the week for when the children have finished that task.
Direction: Two children on independent table given job of helping others if needed. Example of work on the board on how to set it out and the numbers to start with. Child A says she is confused but is ignored by helper as she continues to do her own work.
Access and challenge: Children on independent table told they are allowed visual aids if needed. All children use one. One child finishes very quickly before the others using the 100-number square and moves onto next task. May not be challenged enough with visual aids. Children who are more knowledgeable on the table are given the role of helper to ensure the children who are lower ability can do the work. Child A says multiple times the work is too hard and needs help. She does not get any. Child A starts talking about how she can hear a noise in the cupboard that's a ghost. Goes in and comes back and tells everyone there's a ghost. Takes three children inside. They go back three times. One child on the table finishes work and brings over new task. Child A watches him instead. Other helper gets told by teacher to stop helping as his work is not getting done. The child he was helping started playing with the ruler and 100 number square.
Assessment: During carpet time the teacher discussed what the children remember from the previous lesson. She asks the children who know the answer to put their hands up. During the registration the children were given a big question to think about 'What is the internet?' She asks a child who does not put their hand up. Teacher looks over while on the table with other children and tells the helper to continue with his own work as he was spending too much time helping and doing the work for the other child rather than giving assistance. While the children were sat on the independent table the teacher came over once to make sure they were on task and to tell them they had five minutes left. Teacher explains that the children with the correct answer would be getting dojo points. She says 'Well done dojo point for you' to two children who give correct answers but not all. Teacher praises only the children who were on her table for excellent handwriting and working hard.
Specifics / Critical Incidents: When children first sit on carpet, the teacher says she has given dojos to the good sitters. Children are unaware of who as whiteboard screen is not on and they cannot see their names. Throughout the lesson the teacher states certain children will be having dojo points for good behaviour and good work. No actual dojos are given out to any child. Laptop is not used within the rest of the lesson to discuss who had

a dojo point. Children said they would remember how many they were meant to have at the end of the day.

Children were given the freedom to move freely around the classroom and go into the cupboard to collect stationary. Child A on the independent table saw this as an opportunity to leave her work and encourage the others on her table to join her to see the ghost after saying her work was too hard and she needed help and designated helper was 'busy doing her own work.' Helper on other independent table told to continue his own work after spending too long helping one child. That child then played with his ruler and number square until tidy up time.

Teacher asks for hands up when the children know the answer but chooses a child without their hands up to see if they were listening after playing with a piece of string.

Assisted Reflective Conclusions (ARC) Model

Date: 26/09/2019

Critical incident (focus): Child distracting others on her table after saying the work was too hard and receiving no help from the more knowledgeable child on the table after being told they were helping too much or teaching staff. Work resulted in being incomplete and child was told she would have to do it in tomorrow's lesson instead.

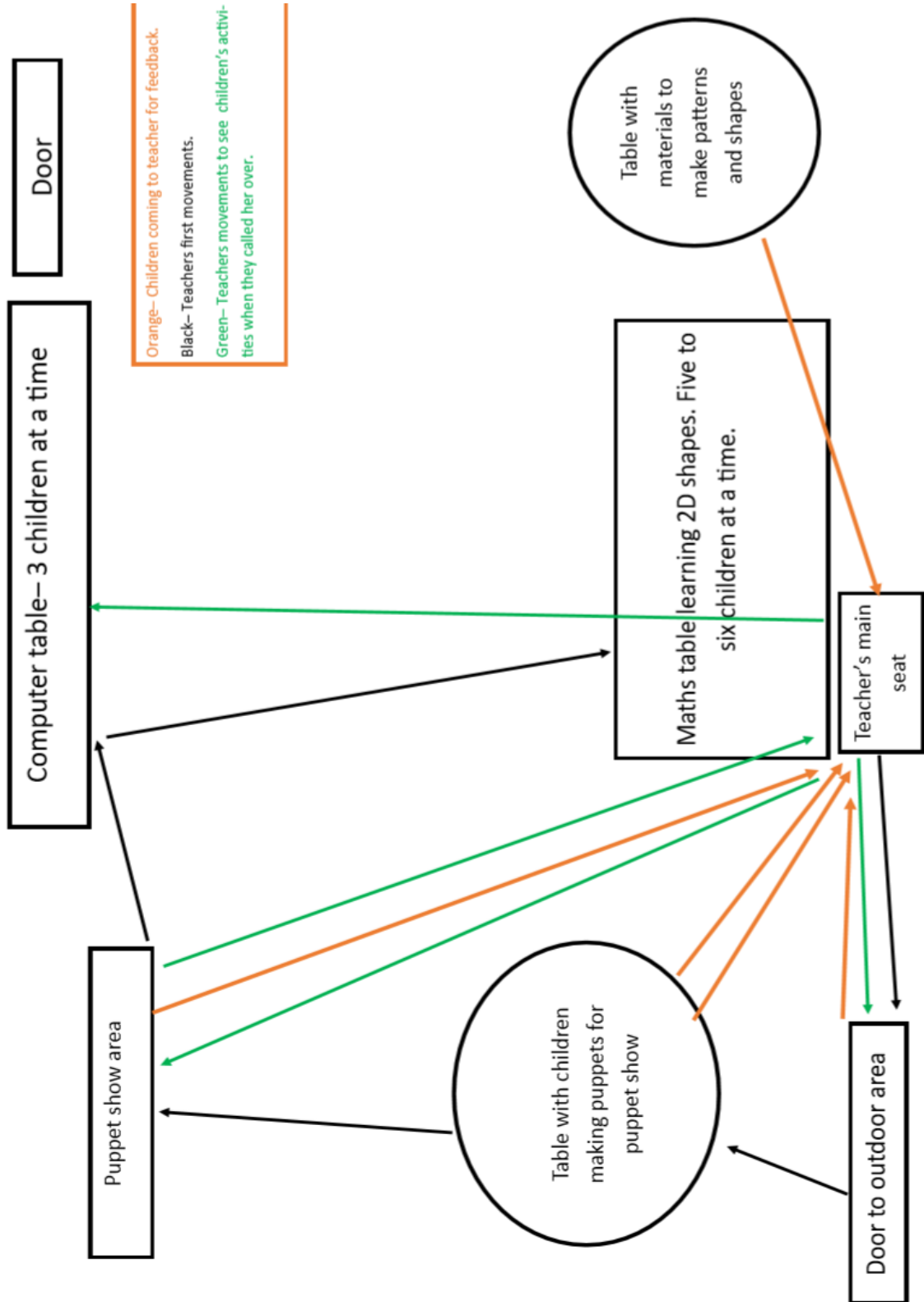
Experience	
Feelings <i>"What are your feelings regarding the experience?"</i>	On the whole, I believe this experience was quite negative for the children on the independent tables as some did not finish their work and was told off by the teacher even though expressing verbally on the table that they were stuck. When given out the books to the students the teacher explained they were continuing the work they had touched upon yesterday and there was an example on the board. She explained they were able to use a number square to help them. Two children on the table were able to use the squares while the others counted either too many or too less resulting in incorrect answers. The children were given no feedback and continued to do the work this way. One child had completely given up after not receiving any help from peers and not able to ask teaching staff she proceeded to distract another by taking them into the cupboard three times to show them the ghosts. This prevented the other children from working but they were not told once to stop or have their work monitored half-way through. I feel if this had been different the children's learning experience would have been more productive and beneficial.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	Overall, I believe the motivation within the lesson was poor for the two tables on the independent working tables due to ineffective due to lack of knowledge of the task and feedback from the teacher. I would ask the classroom teacher if she was aware of the same children running back and fore to the cupboard in a short time period. The children in the class have the freedom to use the cupboard to get supplies for their learning which is what the teacher may have believed was happening, however that was not the reason these children were using the cupboard. I would also ask if the children would be getting feedback on their work. I do believe the children who worked on the writing table alongside the teacher were given feedback throughout and were all praised at the end of the task on their work. When giving out the books to the children, the teacher did not ask the children if they had any questions which suggests she assumed that they could still

	remember from the previous lesson. She may not have asked due to the example on the board and was hoping the children would help each other. I would also ask if she realized when she told the more knowledge others to stop giving help to the children to continue with their own work, the children struggling instantly switched off as they felt the work was too hard and they did in fact need the peer support.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	I believe the use of an example on the board was a good feature of success criteria. For some children they were able to follow the example and the way it was set out in order to complete their work to a high standard. Unfortunately, that was the minority thus the majority did not meet the learning objective. This also suggests that the work was not level appropriate for all the children to do at an independent level and may benefit from differentiated work or support from an adult. I feel the teacher should not have asked the more knowledgeable others to stop helping when she realized they were helping too much and taken this as a sign that the children were struggling and in need of support.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	I believe a possible solution to this critical incident would be the teacher recapping the task before hand with the pupils and not assuming that they are all aware of what to do as it was explained the day before. I believe the children would also benefit from support whether it would be constant such as the teaching assistant working with them, or the teacher coming over midway through the activity. This way the children who were not working at all to have some understanding and the children who were working but making mistakes were able to correct them and then continue to work with more knowledge. Although the children would have less student autonomy, the teacher could possibly reduce the amount of time they spend in the cupboard, so they have less distractions from work.
<i>Transformed experience</i>	

Appendix Four- OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: The children go through the morning routine in Welsh. The teacher goes through what each group will be doing throughout the lesson. The children go into their separate activities; one group outside, one group with the teaching assistant, one group on the table with teacher and the others free choice of certain activities that are pre-set out.
Classroom culture: While the children had their own choice of activities, three children were rolling around on the carpet and not taking part in an activity. The teacher called over and said, 'girls do you think you could do a puppet show?'
Objectives: The children are aware of the jobs they have to complete as the teacher sends one group with teaching assistant and another to her maths table.
Direction: The teacher goes around the classroom to the different groups to ensure each child is aware of their tasks. She sits with the children doing 2D shapes and goes through the sheets with the children before starting. When the children had finished, they were allowed to join another activity. The teacher would call another child over and go through the sheet with them individually.
Access and challenge: The lower ability worked as a small group with the teaching assistant and she took them to a quiet room away from distractions. The work on the 2D table was a recap task. The teacher said, 'this work is really easy boys and girls.' The work was not differentiated. Some children finished this work very quickly.
Assessment: The teacher explained at the beginning of the lesson to the class who would be doing which tasks and the others where they were allowed to play. She stayed with the maths group for the first ten minutes and then explored the different groups to see if they were on task and needed any support. When she sat back at the maths table children were allowed to come to see her throughout and show her what they had created or done. Each time she would say well done and ask them questions about it. Throughout the time spend with the maths group she was observing to allow independence but as soon as a child had a question, she was able to give help straight away. The feedback given at the end of the session through dojo points. The teacher would also ask the children if they saw anyone who deserved a dojo point and to explain why. The teaching assistant also said the group she took deserved one for hard work and being calm.
Specifics / Critical Incidents: The class have been taught a new behaviour strategy of 'give me 5' where they have to put five fingers up. The teacher rings a bell and the children have to put their hands up to show 5. They are given a dojo when they do this straight away. The children were also able to see the dojos given out as it was projected onto the interactive whiteboard. Children also allowed to give dojo points to others if they saw good behaviour. The teacher changed her lesson plan to be able to move around the classroom. She would work with the children at the maths table to ensure they were aware of their tasks and then go to each group to do the same. Once visited all she would come back to the maths one to see how they have done. If one child finished and another took their place, she would explain the task individually to ensure they were aware of the new activity.



Assisted Reflective Conclusions (ARC) Model

Date: 02/10/2019

Critical incident (focus): The teacher's movements within the lesson to ensure everyone was on task and to give feedback throughout.

Experience	
Feelings <i>"What are your feelings regarding the experience?"</i>	Overall, I feel the lesson was successful as all the children were on task and if they were not the teacher was fully aware of this and instead of telling them what to do, she suggested an activity. The children knew where the teacher was situated when she was not walking around the classroom. The children were coming over to her very regularly to show what they have done, and the teacher would instantly ask about their work and give them praise. The teacher would not tell them to leave the table even when some children stopped working while certain people visited the table to speak to her. If the children wanted the teacher to come see their creations such as their puppet show, the teacher would go straight over. This did not disadvantage the children on the math table as they were all aware of their task and the teacher was giving instant feedback throughout while on that table for the children to check their work and self-correct mistakes.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	I believe the motivation levels within this lesson was high as the teacher was observing all groups and they were having instant feedback. This enabled the children to self-assess their work during the activity and give them time to change it. When feedback is given after an activity the children may not realise why they have made a mistake and the feedback will not be as effective. One issue I did think that occurred during this lesson was when the teacher did stop moving and sat at the table again, children were surrounding the table. This resulted in the children on the table being distracted and the work stop and starting which may have been done quicker if they were not around the table.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	To ensure effective teaching I would keep the teacher's movement throughout this lesson. I believe this allowed the children to have independence within their activities but knew exactly where to turn if they needed support and got it instantly. On the other hand, the teacher's plan was to listen to individual readers, and this had to get postponed. This could be a disadvantage to the lesson as it did not get done and teacher has to plan to fit it into another lesson instead which may not be possible depending on how much is already planned and the flexibility.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	If I was to redo this activity myself, I may not have put my base on the math table with the learners and kept myself moving at all times so the children on the table were not getting distracted by the other children looking for feedback on their work. However, this does not mean I would not spend time at the table, just simply visit it more than sitting down with them. This also offers more independence for the children and peer-learning and assessment. I would also make more movements to the outdoor areas and the children on the computers. Although they did not visit the teacher for support, they may have needed guidance or would benefit from feedback e.g. 'Da lawn that looks great'.
Transformed experience	

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