

OBSERVATION / FIELD NOTES**Record 1**

Date and time, year group: Year 13 26/09/2022 2nd lesson – 10.15

Where and When: Context of the observation – subject/AOLE, general classroom context

Science – Biology A2

Small Classroom

School X – 11-18 1250 pupils, nine form entry

Pembroekshire coastal town

What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work)

Students were given a past paper as revision for a surprise test the following day. They were quite visibly shocked by the test given to them and the teacher acknowledged this. The teacher then asked the students how they wanted to approach the test, would they prefer to go through the test together as a class or would they refer to work through it themselves. Despite their initial reaction, the students chose to work through the past paper by themselves and then go through it as a class when they had had chance to work through the questions.

Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider?

Collaboration – Listening to learners

Humanistic approach – meeting emotional needs of the learners

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

The students are more engaged due to the fact they have chosen to study this subject at A level.

The class was small, some student were absent so only 5 learners were present that day. Not many distractions noted within the class. The class were very switched on and active in their approach to learning.

Record 2

Date and time, year group: Year 7 26/09/2022 Last lesson

Where and When: Context of the observation – subject/AOLE, general classroom context

Science Department

School X – 11-18 1250 pupils

Large Year 7 class

What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work)

Students undertaking practical lesson on boiling water. Students became higher in energy as this seemed exciting for them, first time doing a full experiment with Bunsen burner. At the end of the experiments, the teacher said they were going to use a new name generator app to select students at random and they would get points. The students stopped what they were doing and sat down ready to answer the questions. The students were happy to help each other out with the answers.

Areas of possible exploration: what you think could be” under the hood” in these incidents? What avenues of research could you consider?

AFL

Technology use

Cold calling

Constructivist

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

Given that this was the last lesson of the day, and the year seen class had just completed an experiment, the questioning helped bring them all back to attention and clear on what they did and why. The class is quite large and the children were quite exciteable. Directions were clear but the teacher made the children feel comfortable in the environment and ensured that no shame was given to them if they weren't sure of the answer.

Record 3

Date and time, year group:
Year 7 – lesson 5 – 26/09/21

Where and When: Context of the observation – subject/AOLE, general classroom context

Science Department
Year 10 Class
Near beginning of school year

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

Year 10 Applied Science class. The class not fully differentiated and a spectrum of learners. The students were mostly engaged with the task at hand, which was a calculations exercise. I had noticed one pupil who had removed and was playing with the battery from one of the calculators instead of seemingly focusing on the task at hand. The teacher had walked past the student several times, checking with pupils to ensure they were doing their work but had seemingly not noticed that this student was not fully focused. Eventually, the student put the battery back and became focused and completed the work quickly. After the lesson, I spoke to the teacher about the seeming disengagement initially from the pupil. The teacher advised that the pupil had dyslexia and knew from experience that they struggled to engage with a task immediately. The teacher advised that allowing the pupil time to process the task at their own speed (within reason), enabled the task to be completed without the student struggling.

Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider?

Understanding the learner’s needs
Humanistic approach?

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

Class was the last one of the day. The class were quite noisy and high energy.