

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.

INTRODUCTION

This study will begin with a discussion on observation methods, in particular, the advantages and disadvantages of using the case study methodology for observation. It will then explore some teaching principles. In particular, this study will focus on assessment for learning within the classroom and different methods on how to effectively use assessment for learning. There will also be some discussion on the importance of pupils taking an increasing responsibility for their learning. The study will then go on to analyse, evaluate and reflect on all four critical incidents that had been observed within a primary school and discuss what the next steps I need to take to lead a confident and successful teaching career.

OBSERVATION

The critical incident that will be written about in this study took place in a primary school with children aged from 3 to 11. The most recent ESTYN report on this school showed that the school's current performance is good and that the school's prospects for improvement are excellent. The incident took place in one of two year 3 classrooms in the school. Overall, this particular year 3 class consisted of lower ability pupils. The classroom was quite small and only had 22 pupils. The lesson that the critical incident occurred in was straight after the first play time of the day and was an indoor lesson. The overall behaviour of the pupils were good, but as this lesson was after play time, there was a lot of excitement and chatting still going on. The lesson objective was to develop learner's ability to add and subtract in tens and ones. There was a 100 chart on the wall

next to the whiteboard which the teacher was using. The teacher emphasised the importance of this 100 chart to the learners, explaining that if it was used correctly, they would be able to successfully answer the questions on the task sheet that had been given out. The incident involved two pupils, who will be named as 'Pupil A' and 'Pupil B' in this case study and the class teacher.

METHODOLOGY

The observational methodology that was used whilst observing in the classroom was a case study observation. "A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context" (Crowe et al., 2011). There are many advantages to using the case study methodology in a classroom. One advantage is that the method "offers a continuous analysis of facts". As there is only one person observing in the classroom, the observer knows exactly what is going on in the class, and the context that it is happening in. "This advantage reduces the need to use assumptions" whilst observing. The case study method also "provides an increase in knowledge". This is extremely important, especially in the classroom setting. Through case study observation in the classroom, we can quickly get to know every pupil's personality, ability and attitude towards learning. This information is vital as it gives a better understanding of the incidents that are being observed and provides context.

(Miller, 2020)

Although there are plenty of advantages of using the case study method, there are also some disadvantages that need to be taken into consideration. One of those disadvantages being that the quality of information will depend on the ability level, focus and engagement of the investigator. "Too many times, the case study investigator has been sloppy, and has allowed equivocal evidence or biased views to influence the

direction of the findings and conclusions” (Yin, 1984). Even if the observer is fully engaged with what is happening in the classroom, it is almost certain that some aspects of the observation will be missed as there are constant developments and changes within a classroom. Yin mentions biased views in his study, which is another disadvantage of using the case study method. Although the observer will aim to go into the observed environment with an open and unbiased mind, there will still be some unconscious bias in the findings that the observer will not even be aware of.

FOUR PURPOSES

The critical incident occurred whilst the pupils were self-marking their work. It is a regular occurrence in this class that the pupils will use blue pens to self mark their work whilst the teacher goes through the answers on the board. The teacher was going through each question of the task with the children, but always asked the children for the answer instead of revealing it herself. Whilst going through the answers, the teacher had noticed that two pupils were continuously talking to each other and were using their pencil rather than a blue pen. The pupils were filling in the answers in their book whilst the teacher was writing them on the board. The teacher raised her voice and accused the two pupils of cheating. She gave them a slight telling off but emphasised the fact that their actions had made her “sad”. The teacher explained to both pupils that filling in the answers will not benefit their learning or make them understand the task. At this point, both pupils that were involved looked very embarrassed and expressed their apologies. The teacher did not continue raising her voice at the pupils, nor did she punish them by taking away their play time. Instead, she made Pupil A and Pupil B answer the next two questions. This was a great opportunity for the teacher to see if the pupils understood the task or not. Pupil A was the first to answer, and was given plenty of time to do so by the teacher. Pupil

A managed to successfully answer the question. Pupil B answered next, but seemed to struggle and gave some incorrect answers. The teacher then explained the task again, reinforcing that it is vital for the pupils to use the 100 chart that is on the classroom wall. After explaining, the teacher gave another opportunity for Pupil B to answer. This time, Pupil B successfully answered the questions, showing that he had developed his knowledge and now understands how to complete the task.

This incident highlights some aspects of the four purposes outlined in the new curriculum for Wales. We can especially link the ethical and informed citizens purpose to this incident, as the teacher had taught the pupils a lesson that cheating will not help their development, and that is also made her feel “sad”. Through observing, it was clear to see that the pupils were deep in thought about what they had been doing and immediately regretted their decision. The incident also showed that the pupils were ambitious, capable learners as they were able to confidently and correctly answer the questions asked to them after the teacher had again explained to them how to complete the task.

LITERATURE REVIEW

For this section of the assignment, I will be writing about assessment for learning, in particular, pupil self-assessment. I will be largely referring to the works of Dylan Wiliam, Graham Donaldson and the Welsh government.

Assessment for learning is designed to push the learner to achieve as much as they can within the classroom. It is based on effective and meaningful feedback that guides learners to succeed and understand what steps they need to take to develop their understanding and learning further. Assessment for learning aims to “raise standards and

nurture ambition” (Donaldson, 2015). To implement successful assessment for learning, teachers must change their approach and methods to adapt to every individual in the classroom.

In the 2008 report “Integrating Assessment With Learning: What Will It Take To Make It Work?”, Dylan Wiliam and Marnie Thompson explain that assessment for learning has three key processes; where the learners are in their learning, where they are going and how they are going to get there. The teacher, learner and peers all have a role in these processes. In their report, Wiliam and Thompson explain their theory that assessment for learning consists of “five key strategies and one big idea”. The “big idea” being, as mentioned previously, that teaching must be “adaptive” to all students and their different needs. The key strategies are:

1. Clarifying and sharing learning intentions and criteria for success;
2. Engineering effective classroom discussions, questions, and learning tasks;
3. Providing feedback that moves learners forward;
4. Activating students as instructional resources for one another; and
5. Activating students as the owners of their own learning.

(Wiliam and Thompson, 2008)

William and Thompson put these strategies into a table along with the supporting roles.

The table puts into context what role the teacher, peer and learner have for the learner to progress further in their education.

	Where the learner is going	Where the learner is right now	How to get there
Teacher	Clarifying learning intentions and sharing and criteria for success	Engineering effective classroom discussions, activities and tasks that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	Activating learners as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success		
		Activating learners as the owners of their own learning	

(William and Thompson, 2008)

In their 2010 document “How to develop thinking and assessment for learning in the classroom”, the Welsh government outlines “three main areas for developing classroom strategies for assessment for learning”. Those areas being:

1. Questioning technique
2. Providing feedback for learners
3. Peer and self-assessment.

(Welsh Government, 2010)

Questioning is an extremely important part of successful assessment for learning. Good questioning should “promote discussion” in the classroom, “in which everyone can have an answer” (Welsh Government, 2010). Good questioning also involves realistic wait times for answers. According to the Welsh government’s document, “the average wait time of British teachers is 0.9 seconds” (Welsh Government, 2010). This statistic shows that

teachers are barely giving the chance for pupils to process the question being asked, let alone think of an answer to it. The document goes on to explain that should the wait-time be increased to three seconds, there will be an increase in “the number of learners responding, the depth of the answers given, and in the range of language used in their answers” (Welsh Government, 2010).

Providing good quality feedback to learners is essential for their development. Feedback as grades or marks is important for teachers and learners to know their ability, but research has shown that this type of feedback has a “negative effect on learning” (Welsh Government, 2010). Instead of this type of feedback, teachers should aim to give many written and oral comments to the pupils as possible. The feedback should be clear and continuously given throughout every lesson. Good feedback should put the learners deep into thought and produce follow up comments about their learning. The Welsh government has outlined that teachers should employ a blend of feedback approaches during the lesson for the learners to make ongoing improvements, including:

1. Checking against the success criteria
2. Comparing own work with exemplars provided by the teacher
3. Class discussion of one learner’s ongoing work displayed on the whiteboard
4. Questioning/probing about ongoing work by the teacher
5. Teacher oral nudges and comments to individual.small group
6. The teacher raising an observed common problem with the whole class
7. Peer and self assessment

(Welsh Government, 2010)

Peer and self-assessment techniques are vital for learners to understand and evaluate their learning. In Graham Donaldson's successful futures document, he specifically states that "assessment arrangements should engage students in the assessment process through both self-assessment and peer assessment" (Donaldson, 2015). He goes on to explain that it is extremely important that children and young people are able to "reflect and diagnose their own progress and further learning needs". Pupils will need self-assessment and self-reflection skills throughout their lives to progress and adapt in all types of situations.

Peer-assessment is valuable to learners as they are massively influenced by their peers,. They will also communicate to each other in a language that is natural to them, which could improve the understanding of a subject. Using this language also gives the opportunity for the learner to interrupt their peer to ask questions, something that they might not feel comfortable doing to their teacher. Peer-assessment also encourages discussion between the learners about the subject or topic that they are working on. To obtain effective self and peer-assessment, it must be practiced regularly in the classroom. Teachers should aim to include these assessment methods as often as possible with their learners to improve on the skills that will be required throughout their lives. From effective self and peer assessment, self-evaluation and reflection skills will be developed by the learner.

From observing the critical incident, it is clear to see that the teacher has implemented effective assessment for learning strategies. The teacher got the pupils to self-mark their work and reflect on their results. From self-marking, it was clear to see as an observer that the pupils were developing a better understanding of the task that was given, as well

as understanding where they have gone wrong if they had an incorrect answer. After the class had finished self-marking their work, the teacher asked them to self-evaluate by using the traffic light self-evaluation method. Pupils were asked to write notes next to green, orange and red circles. Green being what they found easy in the task, orange being what they need to improve on and red being what they didn't understand at all. This self-evaluation method develops the evaluation skills of the learner and sets them goals to achieve. This method also gives the teacher a good and clear understanding of what ability level every pupil in the class is working at and how the class as a whole responded to the lesson. This, along with the self-marking activity also gives children responsibility of their own learning, another pedagogic principle outlined in the successful futures document.

There has been an increased emphasis on the need for learners to take responsibility for their own learning in the new curriculum. By taking responsibility for their own learning, pupils are likely to be more engaged in tasks, as they have chosen what to do, rather than the teacher telling them what to do. This will help them become more confident and ambitious in their learning as well as developing their creative skills. Although the learners will be guiding themselves through tasks that they have chosen, it is important that the teacher still keeps an eye on their progress and support learners when needed. There are many different ways for learners to take responsibility for their own learning, one of the most effective ways is working in groups. "Learners who engage in effective cooperative activities with their peers can benefit from better academic results, stronger relationships, and greater individual psychological well-being" (Carpenter and Pease, 2013). Research has shown that classroom collaboration is vital for pupils to take responsibility for their own learning and that the "collective intelligence of groups is not simply the average of

individual group member's intelligences; rather, group members' collaboration skills matter" (Carpenter and Pease, 2013). Pupils working in collaboration are likely to not become frustrated with their work as they will have their peers to support and guide them through tasks. Encouraging students to work in collaboration is one of the twelve new pedagogical principles outlined in the successful futures document used by the Welsh government. It is clear to see that group work is recognised as an essential part of the learners journey throughout school. Although collaboration is important, it can also be daunting for the learner. Some pupils may try to avoid working with their peers if they feel uncomfortable, for example, some pupils may find it difficult to work with peers from different backgrounds (Carpenter and Pease, 2013). Pupils may also lack the collaborative skills that are needed to work in a group such as "leadership, decision-making, trust-building, communication, conflict-management, reflection and basic social skills" (Carpenter and Pease, 2013). In these instances, it is important that the teacher takes into consideration the confidence of a pupil and should try to implement strategies to develop these collaboration skills.

REFLECTION/EVALUATION

After reflecting and evaluating, I believe that I used my time to observe in the classroom very efficiently. I am pleased with my ability to spot a number of critical incidents in only one day of observing, rather than the three days I would have had prior to the COVID-19 pandemic. I chose critical incident 1 (see appendix) to write about in my literature review section of this assignment as I am particularly interested in assessment for learning methods and techniques. The teacher involved in the critical incident employed some fantastic assessment for learning techniques in this incident. Looking back at the "three main areas for developing classroom strategies for assessment for learning" outlined by

the Welsh Government in their “how to develop thinking and assessment for learning in the classroom” document, the teacher included all three areas mentioned in this incident. Questioning techniques were used whilst she was asking the pupils to go through the answers to questions with her on the board. The teacher was generous in her wait time for answers from the pupils. It was clear as an observer that the teacher gave enough time for the learner to process, think about and answer the question that was being asked to them. The teacher was also constantly providing feedback to the pupils throughout this incident, kindly correcting them when they were wrong and praising them when they were right. Self-assessment methods were also implemented by the teacher as the pupils were asked to self mark their work. After self marking, the teacher gave the pupils a self-evaluation task. The pupils were asked to self-evaluate using the traffic light method, noting down in their books what they had found easy in the task, what they weren't sure on and what they didn't understand at all. As mentioned previously, this gives the teacher a great insight into what ability the pupils are working at, as well as setting goals for the learner and developing their self-evaluation skills.

I believe that this particular observation was extremely beneficial to me. It was a fantastic example on how to use assessment for learning techniques effectively. This incident put everything that I had read and learned in lectures about assessment for learning into context. I will practice these techniques in my own teaching whilst on placement and continue to use them throughout my teaching career. I feel as if the teacher handled this incident extremely well and I am unable to pick out anything from this critical incident that I would suggest for the teacher to do differently.

Although I feel as if the teacher dealt with critical incident 1 perfectly, I do believe that the handling of critical incident 2 (see appendices for context) could have been better. In this incident, the teacher was marking work from the previous lesson and seemed to be uninterested when a pupil wanted to show her the work that he had done. When the teacher did look at the work, she showed frustration towards the pupil as they had not linked their drawing to one of the titles given by the teacher. The teacher dismissed the work and told the pupil that they needed to start again. This seemed to hinder the confidence of the pupil as he did not want to return to the teacher for feedback on his new drawing, instead, he preferred to approach me for feedback. I believe that this incident could have been dealt with in a more positive attitude from the teacher. The teacher could have praised the pupil for the work that he had already done but explained that it did not fit under any of the headings that were given. The teacher could have also discussed with the pupil what he could change to make his drawing fit under one of the titles given, instead of dismissing the work that he had already done.

In the third critical incident that was observed, the teacher again displayed good assessment for learning principles and also encouraged the pupil to take responsibility for his own learning. In this incident, the teacher was again marking work from the previous lesson and had noticed that one pupil may have been copying answers from his peer. The teacher called upon the pupil and calmly questioned whether he had been copying from his peer. The pupil admitted to copying. Instead of punishing the pupil, the teacher explained to the pupil that copying from his peers will not benefit him. The teacher then used questioning techniques to see if the pupil understood the task that had been given to him. After using these techniques and talking through the task individually with the

pupil, it was clear to see that his understanding of the task was much better than beforehand.

In the fourth critical incident, the teacher again employed some good assessment for learning principles. This incident happened shortly after the last, whilst the teacher was marking pupil's work. This time, the teacher was marking a dyslexic pupil's work and called him up to check over his work. The majority of answers on his work were incorrect. The teacher slowly went through every incorrect answer with the pupil to check his understanding and explained to the pupil how to do the task correctly. Although there wasn't many correct answers in his book, positive feedback was consistently given by the teacher whilst working through the answers. Before sending the pupil back to his seat, the teacher reminded him to not be shy and that he can ask for help whenever he needs it. The pupil seemed very happy with the teacher's comments when returning to his seat. This incident will stick with me whilst on placement as it is a great example of how to treat pupils with additional learning needs. The teacher did not give any negative comments to the pupil, but instead praised him throughout which clearly increased his confidence.

CONCLUSION

To conclude, I believe that the case study observation method worked very well within the school setting. I managed to find a number of incidents that I could research further to help me improve my understanding of teaching. If given the opportunity to observe in a classroom again, I would try to look for a range of different principles, rather than concentrating on trying to find elements of assessment for learning. Although I would like to find different principles next time, I think I took the correct approach in looking for assessment for learning incidents, considering that as a result of the

COVID-19 pandemic, I only had the opportunity to observe for one day rather than the three I would have had previously. Reflecting on my time in school is an extremely important skill for me to develop throughout my teaching career. Reflective practice is an important element of the new qualified teaching status standards in Wales. The Professional Learning Passport is an essential tool for reflective practice. I will be including all lesson plans within the professional learning passport as well as an evaluation of each lesson. This will help me develop my evaluation skills throughout my placement and teaching career. It will help me improve as a teacher and plan better, more effective lessons. The next steps for my development as a teacher is to reflect on my observation experience in school and what I have seen so far from my placement school to try and shape what kind of teacher I would like to be.

APPENDICES:**CRITICAL INCIDENT IDENTIFICATION RECORD 1**

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28th September 2020 - 10:20AM - Year 3 Two pupils were involved. One teacher was involved. The class had just started self-marking a numeracy task that they had been working on with their blue pens (blue pens are only used when self-marking). The teacher was going through the task with the class and writing the answers on the board.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	Whilst going through the answers on the board, the teacher had noticed that two students were using their pencil instead of their blue pen. The two pupils were filling in the answers whilst the teacher was going through the task instead of marking them. The teacher raised her voice slightly at the pupils with a disappointed tone and told them that they have made her sad. The two pupils that were involved looked embarrassed and were silent. Instead of telling the pupils off, the teacher decides to make them answer the next two questions on the task. Both pupils didn't answer very confidently at all. The teacher then went through the task again, making sure they understood how to use the resources and find out the answer. After explaining again, the teacher asked the same two pupils to answer the next question. This time, both pupils managed to answer confidently and correctly. I thought the teacher dealt with this situation perfectly. She could have easily punished the pupils further, but instead only told them that she was sad. She clearly picked up on the fact that maybe the pupils were filling in the answers instead of marking as they did not understand how to get the correct answer. The teacher got a good grasp of their understanding of the subject by making them answer the next couple of questions. She identified where they were going wrong on the task, and corrected them. The pupils clearly learned from this as they were able to successfully answer the next questions. In this incident, the teacher used a range of pedagogy including employing assessment for learning and encouraging students to take responsibility for their own learning.

CRITICAL INCIDENT IDENTIFICATION RECORD 2

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28th September 202 - 1PM - Year 3 One pupil involved. One teacher involved. I was also involved. This lesson was an art lesson where the pupils were asked to creatively think about a dragon that could either be in a school environment, at home, on holiday or playing sports. They were asked to draw as much detail as possible and describe what their dragon could do. For example - the dragon could be in school with them and give them all the answers. Another example could be that the dragon cooks for them at home.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	One pupil had claimed he had finished drawing his dragon and showed it to his teacher. The teacher politely told the pupil that there needs to be more detail in the drawing and that he had “two lessons to complete the task, not two minutes”. The pupil worked on his dragon further and again wanted to show the teacher. The teacher asked the pupil what kind of dragon he had drawn, to which he replied “a water dragon”. The teacher didn’t seem impressed with his drawing and asked “which heading does it come under?”, the pupil shrugged his shoulders. The teacher showed annoyance at this and explained the headings again to the pupil. The pupil quickly replied after the teacher had gone through the headings with “it could be a holiday dragon”. The teacher didn’t seem to take notice of the pupil’s reply and told him that he needs to start over again. After starting over, each time the pupil would seek for feedback, he would come to me. I would chat with him about possible additions he could make to the drawing for it to be more in depth. I could see that the pupil was benefiting from my feedback as he seemed to understand the task more after having spoken to me. From observing, I believe that the teacher could’ve dealt with this situation in a slightly better way. Instead of making the pupil start his drawing all over again, the teacher and pupil could have worked together. From working together, the pupil would have gained a better understanding of the task and created a more detailed drawing.

CRITICAL INCIDENT IDENTIFICATION RECORD 3

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28th September 202 - 2PM - Year 3 One pupil involved. One teacher involved. The teacher was marking work whilst the pupils were working on completing the tasks set by the teacher.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	The teacher was calling students up one by one to mark their work from the previous lesson and give feedback. Whilst marking, the teacher had noticed that two of the pupil's work were very similar to each other as they had the exact same questions correct and incorrect. As the teacher knows every student's ability level, she felt as if one pupil (lower ability) may have been copying from the other (higher ability). The teacher called up the lower ability pupil and questioned whether he had been copying from his peer, to which he said yes. Instead of telling the pupil off, the teacher explained to the pupil that copying from others will not help his development and understanding of the subject. The teacher then went through some of the questions with the pupil and explained how to use the 100 chart once again. The pupil seemed to be more confident with using the 100 table after the teacher had explained to him individually and successfully answered the questions. The teacher praised the pupil and encouraged him. Here, the teacher has displayed good assessment for learning and encouraged the learner to take responsibility in their own learning.

CRITICAL INCIDENT IDENTIFICATION RECORD 4

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	28th September 202 - 2PM - Year 3 One pupil involved. One teacher involved. The teacher was marking work whilst the pupils were working on completing the tasks set by the teacher. In this incident, the teacher was marking a work of a dyslexic pupil.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	The teacher was calling students up one by one to mark their work from the previous lesson and give feedback. The teacher had called up a dyslexic pupil to check over his work. The teacher showed the pupil the incorrect answers and went through them one by one with him. It is clear to see that this pupil's work is below the standard that the teacher wanted, but he still received a lot of praise from the teacher. The teacher continued to encourage the pupil as they were going through answers together. Before sending the pupil back to continue with their work, the teacher reminded him that he should always ask for help when needed. The pupil looked joyful returning back to his seat. Once again the teacher employed good assessment for learning practices in this incident.

OBSERVATION / FIELD NOTES 1

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 28th September 2020 - 8:30AM - Year 3

Lesson details: (Context and focus -/AoLE/subject- is it near start or end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information).

Literacy lesson - writing about dragons.
Languages, literacy and communication AoLE.
Lesson was indoors.

The pupils that were in the lesson had attended breakfast club that morning and were finishing off work from the day before.

Classroom culture

(What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?)

Overall, attitude towards finishing the task was positive - most pupils recognised that this work was supposed to be completed the day before and were determined to finish it.

Most pupils were getting on with the work quietly. Some that had finished the task were chatting to each other and maybe slightly distracting some pupils that had not yet finished.

Relaxed atmosphere before starting the day.

Objectives

(What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?)

There wasn't many objectives in this short session other than for the pupils who were behind from the previous day to catch up on their work.

Direction

(What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?)

They were writing about dragons. The classroom had a whole section about castles and dragons - it was clearly a theme that the pupils were currently learning about.

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

This particular task was not very challenging as it was for pupils who were catching up on work. They were only asked to copy what was written on the board into their books.

I found out originally that the task was not just meant to be copied into their books, but remembered through actions.

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?)

Pupil's had developed their knowledge on the task by learning actions for each sentence the day before and remembering them.

Although this session was copying from the board rather than trying to use the actions they had learned to remember the sentences, some pupils still remembered the actions as they were keen to show me them.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching?)

There were no specifics or critical incidents in this session as it was short.

The teacher quickly moved onto the first actual lesson of the day when the children all arrived.

OBSERVATION / FIELD NOTES 2

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 28th September 2020 - 9AM - Year 3

Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information).

Numeracy lesson - counting in 10s and 1s.
Mathematics and Numeracy AoLE.
Indoor lesson.

I was told that the overall ability level of the class was quite low compared to other Year 3 classes.

Classroom culture

(What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?)

The children seemed to be full of energy and excited to learn.
Attitudes were positive, nearly all pupils were engaging with the lesson by putting their hands up to answer questions. Some were disappointed when not chosen to answer.

Objectives

(What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?)

The purpose of the lesson was to develop the pupils' ability to count in 10s and 1s. The teacher was heavily using the 100 chart to aid the pupils' learning.

Direction

(What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?)

The 100 chart was in front of the pupils for them to use and answer the questions. If used correctly, the pupils would achieve well.

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

Learners were engaged with the use of the 100 chart.

Most learners seemed to be struggling with this task - although the teacher was giving as much help and resources as possible through the 100 chart.

The learners seemed to not know how to use the 100 chart effectively, which was making the task difficult for them.

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?)

The teacher did a quick re-cap at the start of the lesson as they had done some work on counting in 10s and 1s from the day before. She was asking a range of questions where the pupils had to raise their hand to answer. This gave an understanding of what level the children were at and also quickly reminded them of how to do the task.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching?)

One pupil was calling for the teacher and had his hand raised for some time, trying to find out what the next task was as he had completed the first one. The teacher was marking work at the time and was clearly ignoring the pupil. He then went onto ask his peers what the next task is. His peers were eager to help and told him what to do next. He then continued with the next task without needing approval from the teacher.

This showed me that the teacher doesn't need to be constantly talking/helping the pupils and that peer help is a great way for pupils to learn/know what to do.

OBSERVATION / FIELD NOTES 3

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 28th September 2020 - 10:20AM - Year 3
Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). Numeracy lesson was continued after the children returned from play time. Indoor lesson. Mathematics and Numeracy AoLE.
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?) The class were louder after their play time. Many were distracted throughout this session and there was a lot more chatting going on between them. There were numerous times where the teacher had to remind the pupils to be quiet.
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) The pupils continued with their work sheets on adding in 10s and 1s. They were again encouraged to use the 100 chart to help them with their work.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) The 100 chart was again the main focus of this lesson and if used correctly, the children would be able to complete the task fairly easily.
Access and challenge (What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?) The task seemed to be easier for most pupils in this session. More pupils understood how to use the 100 chart correctly and effectively. Some pupils were still struggling to understand the task.

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience)?

Pupils were asked to self-mark their work at the end of the session. From doing this, it was clear to see that their knowledge on the subject was developing as they could clearly see where their mistakes were and how to correct them.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching)?

During the self-marking section of the lesson, the teacher had noticed that two pupils, who were sat next to each other, weren't using a blue pen to mark their work but instead were still using a pencil and writing down the answers as the teacher was going over them.

The teacher dealt with this incident effectively by making the two pupils answer the next questions on their own, testing their knowledge and understanding to make sure that they knew how to do the task.

OBSERVATION / FIELD NOTES 4

(Questions adapted from Fletcher Wood (2016))

Date and time, year group: 28th September 2020 - 1PM - Year 3

Lesson details: (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information).

This lesson was an art lesson that was connected to the literacy lesson that involved dragons.

Pupils were asked to creatively think about what dragon's would do in certain environments - school, home, holiday and sport and write their ideas down.

They were then asked to draw their own dragon in one of the environments listed and to give as much detail as possible on how it looks and what it can do.

Expressive arts AoLE/languages, literacy and communication.

Classroom culture

(What is the classroom 'vibe.'? What do attitudes, dispositions, behaviours towards learning seem like at this point in time?)

The class had again had play time before starting this session, but were eager to get started on their dragons.

Once they got to start drawing, the class was quiet for a while and most pupils were fully focused on the task.

The teacher had put on some soft piano music at this time, which seemed to calm all the pupils.

Objectives

(What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?)

The objective here was to get the pupils to think creatively. The teacher gave them the freedom to draw any type of dragon that they liked. Some dragons could play football, some could give answers to them in school and some would play with them at home.

Direction

(What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?)

The teacher put up four examples of dragon drawings on the board so that the pupils could get an idea of what they wanted to draw.

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

The pupils were engaged in the activity as the teacher had mentioned to them that the best pictures will be put up on display in the classroom.

The task wasn't challenging - all pupils were enjoying and expressing their creativeness.

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?)

The task was built on what they had already learned and written about dragons in previous lessons.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching?)

One pupil had claimed to have finished his dragon and gave it to the teacher. The teacher questioned which environment the dragon is under. The pupil was unsure how to answer this question and shrugged his shoulders. Instead of working out together which environment the dragon could fit into - the teacher showed annoyance and told the pupil to start over again.

After starting again, the pupil would regularly come to me for feedback instead on his teacher. Every time he would show me his work, I would ask him if he could think of any more detail to put in. I also gave some suggestions myself.

BIBLIOGRAPHY

Crowe, S., Cresswell, K., Robertston, A., Huby, G., Avery, A. and Sheikh, A., 2011. *The Case Study Approach*. [online] ResearchGate. Available at: <https://bmcmmedresmethodol.biomedcentral.com/articles/10.1186/1471-2288-11-100>

Yin, R.K., (1984). *Case Study Research: Design and Methods*. Beverly Hills, Calif: Sage Publications.

Donaldson, G., 2015. [online] Gov.wales. Available at: <https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf>

Wiliam, D. and Thompson, M., 2008. *Integrating Assessment With Learning: What Will It Take To Make It Work?*. [online] Discovery.ucl.ac.uk. Available at: <https://discovery.ucl.ac.uk/id/eprint/10001162/1/Wiliam2006Integrating.pdf>

Welsh Government, 2010. *How To Develop Thinking And Assessment For Learning In The Classroom*. [online] Hwb.gov.wales. Available at: <https://hwb.gov.wales/api/storage/663d00fd-9c3b-4003-9a1f-0012bad39fad/how-to-develop-thinking-and-assessment-for-learning-in-the-classroom.pdf>

Carpenter, J. and Pease, J., 2013. *Preparing Students To Take Responsibility For Learning: The Role Of Non-Curricular Learning Strategies*. [online] Joci.ecu.edu. Available at: <http://www.joci.ecu.edu/index.php/JoCI/article/view/274/pdf>