

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

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To outline the use of critical incidents in the contexts of reflective practice in teaching, it is important to understand what a critical incident is and how it links to education. It is suggested that a critical incident can be referred to an event that changes someone's life often linked to something very negative and threatening (Trip, 2011). In addition to this it can also be something not as drastic that is not a regular occurrence in your classroom which can be vividly remembered by the educator. (Brookfield, 1990). However, what you do in result of this incident and how you evaluate the significance can improve judgement and next level teaching (Joshi, 2018). There are many different strands that helps you analyse the difference between an incident and a critical incident; by breaking down the incident that has happened allows you to see the incident in greater depth and understand the problem and how it affects their education. (Trip,2011). It is suggested that some teachers in the profession try to suppress these incidents due to the uncomfortable feeling they have and feel that they are to blame. It is how we deal with these feelings and act on this incident that enables teachers to become next level teachers (Kripilani, 2010). During this critical evaluation, observations will be conducted in both school and classroom context with the relevant information; such as the type of school and the local demographic of the area. By completing observations, it will allow detailed reflection and recommendations on the next steps with professional and personal development.

The observations will take place in a Primary school which an Estyn (2018) report reveals it has a total of 582 pupils on roll, with ages ranging from three to eleven years old. The school is split into a large nursery unit and 16 classes for pupils in reception to year six. Regarding pupil class context, it should be noted that there are currently 11 children with English as an additional language (EAL), 39 children with additional learning needs, 26 children (6%) have free school meals (FSM) which is far lower than the national average of 19%, and lastly only 3 looked after children (LAC) in comparison to the national average in Wales of 21%. The published admissions number (PAN) for each year group is totalled to 69 children however due to the increased number of pupils in KS2 this number is slightly greater resulting in larger classroom sizes. In result of the report, the school is a happy setting where pupils continue to show great progress in all aspects of education. The areas of learning

that Estyn consider strong are as follows; communication skills, literacy and numeracy, digital competency in relation to a range of different platforms. The school also provides plenty of opportunities for children to keep fit and healthy which in result creates a confident and resilient pupil (Estyn, 2018). As the observation is taking place in the foundation phase, it is worth noting that during their inspection most children in this phase all spoke freely and confidently not only to their fellow pupils but also to the adults in the school. Most children enjoy reading books and stories and go on to further these skills continuously throughout their education. Within this investigation, the school will be granted full anonymity and in no part of this discussion will be referred to by the name but will be referred to as School X by following the BERA guidelines (2018).

There are many different observation techniques that can be used within classroom observations. Firstly, there is structured observations, this entails a set of pre-determined categories or questions that whilst in the classroom the observer can look for to find the answer to the question they are observing for. By having questions in mind, it keeps the observer on topic and focused on certain aspects. However, the downside of structured observations is that the observer may be caught up in recording information and miss something important (Santha, 2017). It is important to know that when going in to the observation, the observer fully understands what they need to look for, this could be done with predetermined questions/headings, what they will get out of the observations results and why the information is needed (Bell and Walters, 2018). In contrast to this, there is the use of unstructured observations. Unstructured observations can involve going in to the classroom without any predetermined questions or ideas that the observer wants to see, this creates a more honest 'in the moment' approach and allows the findings to speak for themselves. However, results from this take a lot longer to analyse as grouping and coding must be completed (Cohen et al. 2011). It is important to inform the class teacher what type of participant the observer will be to accommodate both the observer and the class so that they do not interrupt the flow of the lesson. It can be agreed that the researcher participates in the lessons asking the children or teacher different questions throughout the duration of the observation. In addition to this the observer is listening and observing within the class however by the observer participating within the lesson can lead to observer bias. Furthermore, participant involvement allows the participant to gather valuable data and experience

the classroom techniques for themselves and understand the reason for the behaviour of the children (Bell and Waters, 2018). Having said that, non-participant observations allow the observer to sit at the back and quietly take a back seat within the process and concentrate on the note taking whilst using the observation technique chosen. This allows you to take in the critical incident for the first time (Bell and Walters, 2018 & Nick Fox, 1998). During this observation of a critical incident as suggested by Tripp (2011), a dual role of both the non-participant and participant will naturally blend together as the lesson progresses. Whilst located within a primary setting it is important not to dismiss pupils during the observation. During this investigation, the process of observations will be used on case studies within the foundation phase (FP) of School X. The positive side of using case studies is that it allows you to witness real life situations whilst allowing one problem (in this case a critical incident) to be studied in great detail. However, due to it being a short duration it can be difficult to create a thematic evaluation in the reflection process and a critical incident approach may be best. (Bell and Waters, 2018). (See appendix for observation field notes)

Within School X there are challenges placed around the classroom that are based on the topic that they are doing within their class. These challenge areas can be decided by the teachers but also by the children. Within School X, the teachers worked with the children to decide what activities the children would like to see. It is important that these challenges are in the immediate understanding of the child so that they feel comfortable and confident to do these activities alone (Estyn, 2017)

Within School X some of the challenges confused some of the children, this suggests that the tasks may be too difficult for the children to do independently. These challenges are usually conducted when the main teacher and/or the learning support officer (LSO) has focus groups. The great element of these challenges is that they can be changed as little or as often as the teacher thinks is best for their class, this could be done weekly or termly. When observing the children, it was noticeable that most children would choose the iPads first, this would result in an overcrowding of the technology area with the more academic areas not seeing any children. It is also important to note that even though the children were playing education games it led to the children being distracted of what they were expected to do. When the children believed that they completed the set task they could decide themselves to cross their names off the list. The benefit of this is that the teacher can

visually see who has completed the task within that area. Before the children go off and do the different tasks the rules were not enforced to the children in how many were allowed in each of the areas and what sections had to be done that day. The children then spent the rest of the lesson playing on the iPads whilst the focus groups worked with the teachers. (Estyn, 2018).

When setting these challenges, it is important to link them with the four purposes of the curriculum. The first principle: ambitious, capable learners relate to encouraging children to enjoy the learning process and can apply their previous knowledge in different contexts. The Ice challenges enforce this as the independent learning encourages the children to work to use their previous knowledge to complete the tasks. However, as the children do not optionally go to the numeracy corner they are not developing their mathematical concepts. The use of seesaw is a positive element of this challenges as it encourages them to communicate using ICT effectively. Secondly, the ice challenges inspire the children within the constructive area to create products linking to their class theme. Also, the role play area allows them to create child-led tasks and act out different roles. Lastly to encourage pupils to become confident/healthy pupils the ice challenges can take part in physical activities as one of the areas are outside, the only downside to this area is that the children can go off task as the area is unsupervised (Donaldson, 2015, pp. 29-30).

Literature review:

Potsholm (2013) suggests that there are two reasons on why managing behaviour is important within the classroom. Firstly, it is important to ensure that the learning environment remains a calm and tranquil place when appropriate, this will then allow the children to have a more effective learning experience. Within the class the noise level tended to become slightly loud as the children were left without supervision to complete these tasks. Hattie (2018) proposed a scale to measure the effects of influences within the classroom. If the influence reached more than 0.4 then it was beneficial to the learner. In this respect, behavioural management and techniques have a rating of 0.42 which states it has a positive impact on the pupils. Therefore, like Potsholm (2013) stated if the behavioural management is enforced it will have a greater impact on the learner if the technique is perfected for the educators own class. Referring to the critical incident, successful management within behaviour techniques is important when setting the ice challenges as children need clear rules and boundaries to ensure maximum learning is achieved. Secondly, by achieving

good behavioural management this allows the children to achieve good social and moral development. By developing these skills, it will encourage children to work well amongst their peers and become more self-aware in the way that they learn (Doyle, 1986 and Welsh Government, 2015 p9). Furthermore, Russel Grigg also states the importance of effective behavioural techniques. It is important for the teacher of the class to know the different types of the children, this is because some children with behavioural or mental difficulties may become stressed and act out if the challenges are too difficult. Within School X the Ice challenges does not cater for these children which could possibly create a barrier to their learning. To overcome this barrier, there could be tasks set for different ability groups specialising the tasks for the unique learners (Grigg, 2015). When deciding the behavioural management techniques for the classroom, there are many approaches to learning that can be considered to influence the behaviour management techniques. The first approach that can be considered when setting these challenges to maintain good behaviour is taking a humanist approach to learning. This approach refers to looking at the pupil this means not focusing on just the test results but also focusing on how they feel, and in result of this will allow the children to become more independent. Within these challenges, it is important that the child feels like the task is possible and achievable but challenging them at the same time. If the teacher uses humanist techniques within this it may lower the bad behaviour as the tasks are personalised to each child and this can be done by focusing on the research conducted by Maslov (1943). By realising the specific needs of each child will result in them being self-actualising pupils and become more confident within these challenges (David, 2015 and Roode, 2016). However, this approach has a conflict with the behaviourist approach which focuses more on learned behaviour techniques like the experiment conducted by Skinner (1938) and the rats which suggests that behaviour can be learned through positive rewards (Mcleod, 2018), this could be done with praise in the FP stage the children will associate completed challenges with positive rewards, this can be done with verbal praise or rewards, in this case it would be completing the tasks to a positive standard. Nevertheless, this will all depend on the pupils within the class and how they are as a learner. It is important that if the teacher uses this approach that it is consistent, this could be done by agreeing with the LSO within the class on what the level of work needed to be done to get the praise or can it be personalised for each pupil. The limitation of this approach is that if a child sees their peer getting

praise for something and they don't then they may not work as hard as they usually would (McLeod, 2018). It may be most beneficial to use a mixture of behaviourist and humanist approaches within the management of classroom behaviour during these challenges personalising it to what works best within their classroom culture (David, 2007).

The most obvious outcome of these challenges when observing was the autonomy of the children were very strong. This links with Donaldson's (2015) four purposes as he suggests the role of the teacher is to create creative ambitious individuals.

William (2018) suggests that children should be involved with their own learning.

Within the ice challenges the children use pupil voice to share what activities they want in each area, this is showing a pupil-led approach thus taking ownership of their learning as this has a large impact to the learning as well as being implemented at a low cost (EEF, 2018). By encouraging children to become more autonomous within their learning, Meyer (2008) states that schools who take more of a child-led approach within their learning and improves their academic performance. It is important that children within the challenges are improving their performance and not just playing games, this could suggest that each area could have a learning objective displayed so the children are aware how they are improving their own learning independently. Scaffolding within the enhanced provision tasks will allow the children to use prior knowledge this will shift the onus off the teacher and allow the children to take the lead. The positive of this is that the teacher can prepare the lesson planning to facilitate the learners on the right path however allowing them to take the lead (Meyer et al, 2008 and William, 2011). By allowing the children to choose these areas it creates an element of trust between teacher and pupil, if the teacher displays good teaching such as good questioning techniques and challenging their own work. By applying these principles within Class X and the challenges within the classroom allows the children to be ambitious learners as suggested by Donaldson in the Four principles of learning. Although the autonomy is usually seen as a positive within pupil education there is also limitations, for example the higher ability children may complete the challenges a lot quicker than those who are slightly lower in ability. Tefl (2019) suggests that teachers can provide extra tasks for those who usually excel rather quickly within the ice challenges. The extra tasks that could be provided could possibly focus on the pupil's weaknesses so that the time is not wasted (Case, 2009). On the other hand, Vygotsky agrees children should have autonomy within their

learning but believes that the use of a more knowledgeable other (MKO) would benefit the child more than working solely with the teacher. Piaget had a great influence in primary schools using these challenges to create independent learning. Within school X the children were not put with a MKO within these tasks and could potentially further their learning if they were partnered up with someone who is a higher ability than themselves. (Grigg, 2010). Finally, Vickery (2014) suggests that learning through play especially in the foundation phase, is a vital part in the path of children's learning. In contrast to Vygotsky, Vickery believes that the autonomy children achieve when experiencing activities by themselves is an important element of learning and allows the children to follow their own inquisitive nature. These skills that they learn throughout their own independent learning can be done in their own time at their own pace. Vickery suggest that children who have the freedom to investigate and work autonomously they will become more socially competent adults when comparing them to their peers. It is possible that school X could adopt the suggestion by Vickery of letting them have their alone time within these challenges however, those who are at a lower ability can have the MKO if the teacher feels it would benefit both pupils, therefore adopting both approaches.

Reflection:

During the observations of School X it was important that I had a chance to reflect on the critical incidents that were seen within the classroom to improve my own teaching. There were a few options on how to reflect on the critical incident, the first option would be the Brookfield model which mentions teachers having four lenses during the reflections process which is the autobiographical lens which allows the teacher to reflect on their pedagogy from their own reflection or feedback, the lens of the students eye which suggests that teachers communicate with their pupils and reflect on their pupils marks to see if they need to change the way they teach, other colleague experiences and finally theoretical literature. The positive of having all four lenses during the reflection process provides an all-round approach to the reflection process. However due to the nature of the study this process is a timelier process and therefore would not be appropriate for this investigation (Brookfield, 1998). Furthermore, another reflective process than can be done within this investigation is the Ghaye's Model (2011) this model suggests focusing on the positive elements and follow the pattern of the R (see appendix). The R model creates a series of four headings that will guide the reflection stage such as appreciate the situation, imagine

what you could do next, how could this next stage be implemented and lastly the importance of acting upon these reflections to better our teaching. However, I think this technique would work better within a case study rather than observing a critical incident as the use of critical thinking (both the limitations and positives) is important within this investigation. (Bassot (2016) However I believed the best reflection model for this observation was an Assisted Reflective Conclusions Model (ARC) (see appendix for ARC sheets) which assisted in breaking down the critical incident with Key headings. By having these headings, it allowed me to stay on track and reflect in detail. The ARC model allowed me to talk about the incident and relate them to my feelings on the situations and to discuss what I would do within my own practice during the observations I was able to observe four critical incidents and four arc sheets however I focused my investigation on one arc (see appendix arc 1). Within my placement, I will have to conduct many daily reflections to better my own practice and this made me realise the importance of being able to sit back and observe but also the importance of reflecting as well.

When observing the children take part in ice challenges I was very surprised on how much freedom within the classroom. Although the children knew what all the tasks involved and what needed to be done they could decide in what order they done them. Regarding the children all trying to get to the technology area made me realise that children were avoiding the maths and writing area, this made me feel like I wanted to ask the children why and try and encourage them to go to these areas. The fact these areas were neglected allowed me to realise this issue and try and make these areas more exciting for the children so that they would want to try the more academic areas too. This can be done by perhaps not singling out a mathematics area but linking it with other areas such as maths games on the iPad or using the toys to sort in to different criteria. This way children are working on their numeracy skills however they are doing it in a fun and effective way (Moore, 2016). Within these enhanced provisions there was no limit as to how many children were allowed on each area, due to this the classroom environment got quite chaotic and led to arguments amongst the pupils regarding sharing. To encourage next level teaching I would perhaps set a limit on how many children are to be at each area as this will provide a calmer learning environment for the children to enjoy and focus. I would also implement a challenge winner at the end of the week to encourage the

children to complete the enhanced provisions, either using the class point system, certificate or the child can have the first pick of an activity during golden time.

To conclude, exploring a critical incident within the classroom allowed me to view the different types of behaviour and activities that perhaps, when leading a class, you wouldn't normally get to see.

Critical incidents do not have to be a life threatening issue, in this case within education, a critical incident was something that may affect their learning and the well-being of the pupils. The focus on challenges within the classroom provided the pupils to gain autonomy over their learning and allowed the teacher to create focus groups for individual class work.

The use of a non-participant role was very effective to begin with as you could focus on note taking and analysing the behaviour witnessed. However, using only this approach within a foundation phase classroom didn't really work as children were very inquisitive and eventually I blended in to an active participant within the class. This dual approach allowed me to take a back seat and observe but also allowed me to talk to the children and gain a better understanding on who they are as a person and how they learnt.

It is important that these reflections of the critical incident are used to develop good teaching within the classroom. The Professional Teaching standards states the importance on being open about the reflections and allow it to further personal growth and to develop their own pedagogy within the classroom so the children can benefit by the effective teaching (WAG, 2018). To further the considerations on these reflections I will ensure that all the knowledge gained from the critical incident will in future, link to Donaldson's four purposes to ensure the child advances through their learning to the best of their ability. During my teaching practice, it is important that I continue to reflect on how my lessons went and as suggested by the EWC completing regular and detailed reflections formally for the first year to see how I can develop my own teaching but also continuing through my career to consciously improving my own knowledge and teaching style. I will also continue throughout my review all types of behaviour management techniques, as it will be important to understand how my pupils are holistically and what techniques are best for them.

I currently believe that adopting many behaviour approaches such as both humanist and a behaviourist approach will allow me to cater for all children as different techniques work for different children, as Donaldson suggests applying a broad

range of teaching which will encourage the children to become critical and creative thinkers as well as improving their own problem solving techniques. To ensure challenging pedagogy it is important to keep up to date with the relevant literature and collaborate with other teachers to ensure that knowledge in both the teacher and the learner are constantly improving. Ensuring the pupil is taking ownership of their own learning will come from successful scaffolding by the teacher as suggested by Meyer et al (2008) and William (2011) to become ambitious and empowered learners (Donaldson, 2015).

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Appendix:

Appendix 1: Observation 1:

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25 th September 2019
Lesson details: Table 1= full stops, capital letters and extension. Table 2= books out on top of the page then write date. Then once finished both groups could then do 'ice challenges' on the ipad. Teacher table: work with teacher to complete diary entry. LSA table: complete review of extract of red riding hoods diary.
Classroom culture (Are the students focused on learning?) Children are designated monitor to answer phones and do different jobs for the classroom. Two focus groups one for teacher and one for LSA. Ratio appropriately 1:8 - 1:10. Two spare tables were left on their own to do the designated tasks for their ice challenges. Dojo points used.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) No lesson objectives displayed on boards in classroom. Verbal instruction given about what they had to do for that lesson at the beginning of the class. Touched on previous learning.
Direction (Are the students clear about what they are doing and how to do it well?) Students have been informed what they must do. All focusing on separate tasks. Although instructed very clearly children were repeatedly asking "what should I do?". When children were asking about spellings they were displayed on the board for other children to see.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) children were challenged with using difficult words (chronological order). It is improving the literacy of the children. Constant questioning of if the children are understanding the topic.

Appendix 2- ARC 1:

Prifysgol Cymru | **Yr Athrofa**
Y Drindod Dewi Sant | Addysg a'r Dyniaethau
University of Wales | Education and Humanities
Trinity Saint David

Model Beirniad Wedi Adfyfyrio (BWA)
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 25/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): {ICE CHALLENGES: Autonomy}
Behaviour management.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was very surprised that children were left to get on with the challenges on their own. It was very interesting to watch as children got on with things.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Children outside didn't seem to be on task and the teacher didn't know as she was with a focus group. Children highlighted their own name when done. The element that went well was the children being kept busy with challenges allowed the focus group
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	I would keep the challenge areas as cross curricular as they are independently learning at their own pace. I would change the way they mark themselves as completed as no one has marked their work and may have to go back
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Children avoiding the maths area as they believed only maths could be done here. I would perhaps allow movement and link the areas together such as maths games on the ipads. Writing a play in the role play area. I would also introduce challenge winners as an incentive to complete
Y profiad newydd / Transformed experience	

*1 full attention of the teacher

*1 tasks.



Appendix 3: Observation 2:



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/09/19
Lesson details:	Read write ink.
Classroom culture (Are the students focused on learning?)	*one child not focused on learning due to placement of the table. Student placement (pairs) is important Bad pairs don't work.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Today's sound is the letter 'u'. • word building • Set one sounds. Fred in your head - allows them to take a few minutes to process and think.
Direction (Are the students clear about what they are doing and how to do it well?)	Instructions given to children at the start of the lesson. Children are instructed to use three fred fingers, they know how to do this very well and work well as a group.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Due to the fun challenges of read write ink children (most) are excited and engaged. Secret squirell to show they understand the words. Once all understood proceed to next level words.

Appendix 4: Observation 2 Continued:

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

Questioning - A4L.

FRED TALK - using this to ensure all children are understanding.

Asking children to repeat the words to ensure they are understanding the words before they move on.

Constant pit stops to check understanding

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

- Too many items on the table, the child who is finding it possibly difficult is fiddling.
- Orange card - warning (children know what this means - behaviour management).
- Teacher (ISO) was sat on chair same level as children.
- Sitting closely to each other children can just look at each others work.



Appendix 5: Observation 2 continued:

* The resources of flip books used for spelling out words were very useful. It allowed the teacher to assess ~~was~~ where the children were out. Read write ink was done straight after break so the children were a little fidgety. The LSO ~~was~~ drove the learning overall.

Appendix 6 Arc Two:

Model Beirniad Wedi Adfyfyrio (BWA)
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26th September 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Behaviour management.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I found the situation quite interesting to be able to watch at the back. This experience was very ~~more~~ fascinating as this is something you don't get a chance to do with your own class.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The elements that went well during read/write/ink was that it engaged majority of the pupils as the Fred talk got the children excited. The element that was dissapointing was one of the children, although was extremley bright was misbehaving and distrupting other learners. Learners were starting to disengage when words got slightly challenging.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	The effective element I would keep the same to ensure good teaching was the use of a verbal success criteria and learning objectives this showed the children exactly what the teacher expected of them. The cause of the most dissapointing element was the layout of tables made it difficult for the teacher to position herself to see all the pupils. I would set a seating plan so no disruptions will disturb the flow.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	A possible solution for this critical incident could be to move the child to a less abled ~~to~~ child and give them a mini teacher role. This may stop the child distracting children within the group as the focus will shift to another child. Next time I will focus on children who are less abled. ~~What is the next step?~~ If the child works in a

Y profiad newydd / Transformed experience
 Pair with a higher ability it will improve both learners knowledge,



Appendix 7: Observation 3:



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: ~~02/10/19~~ 02/10/19

Lesson details:

ICT lesson: Writing their names using word.

Classroom culture

(Are the students focused on learning?)

children are all sat on carpet looking at board to understand.

Other children are to do individual tasks to advance their writing.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

children learning how to use a computer, login details and how to type. Children are to use capital letters. make font large/font.

tops.

Direction

(Are the students clear about what they are doing and how to do it well?)

Children are all shown an example on board of what is expected of them.

Discussed as a class what they need to do and how.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

Top group are shown a more advanced objective of highlighting words to change font size/font.

Once the other children understood this concept they were able to move on.



Appendix 8: Observation 3 continued:



Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

once the children were able to use the computer to type their names the understand was made clear.

Pit stop was made to check children understood and to show them again elements they didn't understand.

Constant praise to those who have done correctly.

As children didn't understand how teacher stopped

every one.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

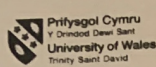
Children are constantly swinging on chairs.

To promote resilience teacher has given them letter rules to find their letters on the keys, However one of the children is sat doing nothing. Is the child finding this difficult? Possibly avoiding due to lack of understand. Possible ALN.

Although clear instructions have been made some children are printing when they haven't been instructed.



Appendix 9: Arc 3:



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Model Beirniad Wedi Adfyfyrio (BWA)
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Profiad/ Experience	
1) Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I thought it was quite hard for the teacher to keep an eye on all the children at once. It made me want to help the teacher by keeping the children on task.
2) Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Although the children were given clear instructions on the task the children were still asking how to do the task. It made me understand ~~the~~ the importance for lesson objectives and pitstops. I will make sure to ask the teacher how the groups are allocated. *
3) Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The element I will keep the same is the use of pitstops to check the children understand the task set. I would change the use of a verbal criteria and perhaps create written/photo instructions to help them.
4) Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Possible solutions to keep them on task would be to allocate the children designated seats so that they are focused. I would ensure effective modelling at the start of the lesson as well as a pit stop during the lesson was conducted.
Y profiad newydd / Transformed experience	

2*) The positive element within this lesson was that children were introduced to word document Process a document. Once the children understood and completed the task they could add more elements (extension task) to their document. Creating ambitious learners.



Appendix 10: Observation 4:



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2nd October 2019

Lesson details:
number work on carpet.

Classroom culture

(Are the students focused on learning?)

children are focused on lesson trying to get the answer quickly.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

children are learning tens and units.

Direction

(Are the students clear about what they are doing and how to do it well?)

children are given a number '25' and they have to split the number in to Tens and units. using their whiteboards they then show their answer to the teacher.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

Yes, all children are challenged, they have previously been working on splitting up their numbers 10-19. However to challenge them they have increased their numbers 20-29. some found tricky at first.



Appendix 11: Observation 4 continued:



Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

Singing the doubling song as a group to re-cap. Teacher chooses children to answer doubles individually who find the topic tricky.

By revealing their answers the teacher can see if children are able to progress or if they need help.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

Behaviour management: children who ~~are~~ find it difficult to sit on the carpet for long have been given spots to sit on.

When children turn to the board the child who usually sits by the teacher is at the back, so instead of participating he is drawing. He is then moved to be close again to the teacher

When a child went to the loo, before they went to the ICT suite instead of waiting quietly they counted (songs) to improve learning



Appendix 12: Arc 4:

Model Beirniad Wedi Adfyfyrio (BWA) *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 2nd October 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Behaviour Management during carpet time

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was very surprised that something very simple allowed the children to focus. It made me want to use this technique within my own class.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	Children who found it difficult to normally sit on the carpet found it much easier to have a visible spot on the floor. The benefit of this was that having these spots visibly on the floor showed the children where they needed to sit and remain calm. This allowed the flow of the lesson to flourish.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei godw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The spots on the car allow the children to concentrate on the task. The spots also keep the teacher focused on teaching and not always talking to the disruptive ones. The children had clear guidance on what the teacher wanted and improved focus during carpet time when previously they couldn't.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	The main issue before the visible spots was two children wouldn't sit and focus on the carpet. The teacher came up with visible spots to help them. When observing the other children it was clear some other children would forget where they sit so I would use coloured spots for all the children.
Y profiad newydd / Transformed experience	

Appendix 13: Ghaye's Model (2011)

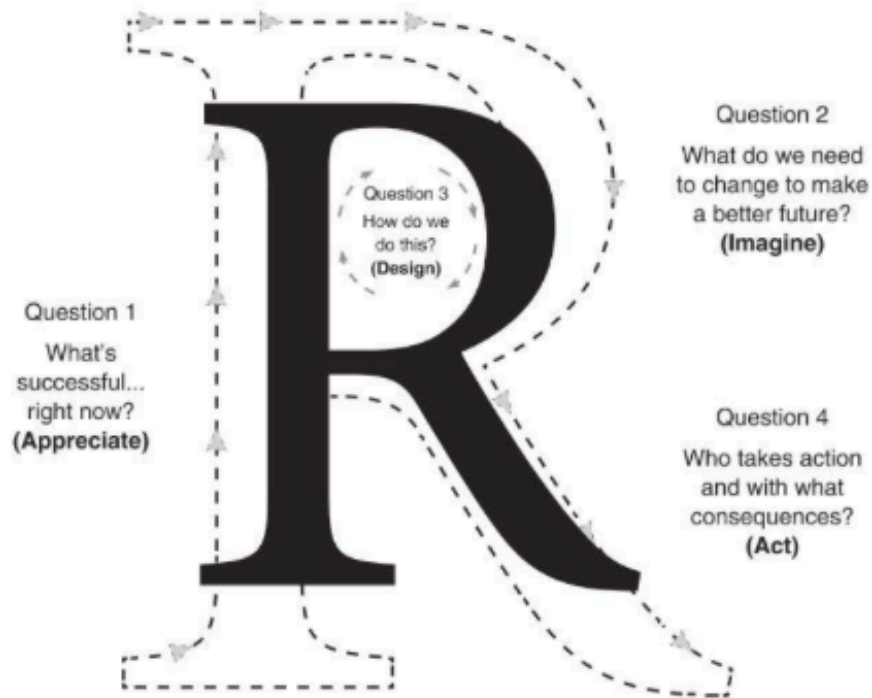


Figure 5.1 Ghaye's R model

Source: Ghaye (2011), p. 18