

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.

The critical incident which forms the basis of this evaluation is focused on the use of differentiation in a mixed ability class. Critical incidents are normally something that strikes the observer as unusual and important albeit, sometimes very small (Cohen, Manion and Morrison, 2007) In this particular observation, the focus is on the importance of differentiation and how all tasks were encouraged through positive language. This evaluation will focus on an observed social constructivist approach to differentiated learning in a mixed ability class and how it affects the learner. There will also be a discussion on the use of streamed classes in comparison to mixed ability classes and how they work for all types of learners. In addition to this, there will be a discussion on the different types of learners in a mixed ability class from 'low ability' to 'more able' and how your planning will need to incorporate tasks to suit all of these types of learners.

School X is an eleven to eighteen mixed comprehensive school that currently has 1,580 pupils on role with 365 pupils attending sixth form. Around 23.3% of pupils are eligible for free school meals and around 41% of pupils live in the 20% most deprived area of Wales. The school received a 'Good' outcome overall during their last ESTYN (2016) inspection in March 2016 and the verdict for their provision received 'excellent'. The National School Categorisation System last awarded School X with 'Amber' in the support category which suggested that it needed some improvement sooner rather than later.

The pupils in School X select their GCSE options during year eight which allows them three years from year nine to year eleven to become familiar with their subject choices and receive their qualifications. This means that during year seven and year eight, pupils are taught the full range of subjects and are taught in mixed ability classes with the exception of a special educational needs class and two 'Fast Track' classes in each year group. The 'Fast Track' pupils are selected whilst in primary school and are seen to be more able and talented in Welsh. These pupils will then be taught bilingually in some subjects and will sit their GCSE Welsh and A Level Welsh exams in year nine and year eleven.

The English lesson took place immediately after their first break time of the day. This particular class was chosen through convenience sampling as they were a class who were able to be observed at this particular time. The class was observed via a non-participation method for the first half an hour of the lesson with the observer watching from the back of the class whilst the teacher was explaining the work. The teacher then wandered through the class whilst the pupils were working through the task. The reason for observing from the back of the classroom was to minimise disruption for the pupils and to make the presence of someone new less likely to affect events (Wragg, 2012). The observer also checked with the class teacher as to where there was a space so that they would not disrupt the normal seating plan for that room. The style of observation taken place was overt. This allowed the observer to get a feel of what it was like to be a learner in the classroom and this is also seen as more of an ethical approach. However, this can create an unnatural environment as the pupils were aware that there was someone in the classroom who is not usually there. "Overt observations are more ethical but the people being watched are less likely to behave naturally" (Brain, 2000). This links to The Hawthorne Effect which suggests that people change their behaviour when they believe they are being watched. (McCambridge, Witton, Elbourne, 2014, p.268)

The class being observed was a year seven, mixed ability English class "Groups contain a wider range of whatever is meant by ability" (Reid et al, 1981) There was twenty-eight pupils in the class and one teacher, no teaching assistants. The pupils were sat on mixed ability round tables with three to five pupils on each. The pupils were preparing to write a descriptive story about their bedroom and the teacher was giving them a task to help them develop their vocabulary and expand on their previous knowledge of technical terms including verbs, nouns and adjectives. The observer recorded field notes whilst in the classroom and after the observation. The reason for doing both was to ensure that a well-rounded number of notes had been recorded. Whilst it may have been more effective to record all notes in the classroom, the learners are aware that someone is taking notes and therefore may be naturally curious as to what the observer is writing or may act in an unnaturalistic way. Once again referring back to the Hawthorne Effect (McCambridge, Witton, Elbourne, 2014, p.268) Brief notes were written in the classroom and then expanded upon once outside. A key limitation in this particular critical incident was that the observation only lasted thirty minutes with the observer only watching the first half of the lesson being taught. As stated by Cohen, Manion and Morrison (2007) "The greater the number of observations, the greater the reliability of the data might be."

The main critical incident being observed was the use of a 'Three Star System' for completing the task. None of the pupils were specifically told which star to complete and next to each starred task there was an encouraging statement such as 'You can do it!' or 'Do your

best!’ All pupils were given the same extract from ‘Charlie and the Chocolate Factory’ and the task was to, for one star, find and highlight the verbs. For two stars the pupils had to complete star one and then highlight the adjectives. For three stars the pupils had to complete star one and two and then highlight the nouns and there was also an extension of highlighting the adverbs. Due to this being a mixed ability class, the teacher decided to use the same work sheet for all pupils but the differentiation took place in allowing the pupils to select the task they felt they could complete. “The avoidance of labelling in a mixed ability class appeared also as a widening of opportunity” (Reid et al, 1981) This task links closely to one of the ‘Four Purposes’ set by Donaldson (2015) in ‘Successful Futures’ which aims for children to be ambitious, capable learners. This task allows the learner to build upon the knowledge they have previously learnt about English techniques and seek to challenge themselves by completing more than one task. This was a social constructivist style lesson as the pupils were able to discuss their ideas with each other. (Powell and Kalina, 2009, p. 243) “Social constructivism is based on the social interactions a student in the classroom along with a personal critical thinking process.” Mixed ability teaching prepares the pupils for life after leaving education. Reid et al (1981) writes that mixed ability classes “...was seen as of great value enriching discussion by the interchange of news and views between children of different backgrounds.” This linking to another one of Donaldson’s (2015) Four Purposes which is ‘ethical, informed citizens’ who ‘are ready to be citizens of Wales and the world.’ As Williams (2017) states “The children and young people of today are entering a fast-changing world.” Mixed ability teaching is really allowing the pupils to interact with other children from different backgrounds who may have different views to them and who may be of a different level of intelligence and creativity. It is preparing them in readiness to understand and consider others who may not always be on the same level as them; whether that is through experience or intellectually. When mentioning the work of Vygotsky’s ‘Zone of Proximal Development’, Smith (1998) suggests “...children could perform much more skilfully together with others than they could alone.” The use of the encouraging statements next to each task links to another one of the ‘Four Purposes’ which is ‘Healthy, confident individuals.’ The avoidance of labelling certain pupils and having mixed ability tables means that the learners could choose which task to complete and had an advantage of talking to others on their table and sharing ideas. This could eventually give them the confidence to face a challenge similar to this in the future more independently. Once again, Smith (1998) relating to Vygotsky’s work on the development of learning suggested that when “The help is gradually withdrawn, and the children become more able to perform more and more on their own.” As a teacher you understand that you will not always be there for the learners so you will need to create tasks and let learners participate in conversations that allow them to be challenged but then eventually overcome that challenge and internally process it. Smith (1998) implies that “Language first occurs externally between

people and is then converted into internal processes which can be used to solve problems independently.” Another statement which directly refers back to one of Donaldson’s four purposes which wants to create pupils who “...are building up a body of knowledge and have the skills to connect and apply the knowledge in different contexts.”

When teaching a mixed ability class the teacher will have to acknowledge that the work will need to be differentiated for the learners. To do this, the teacher must know the learners well and understand their needs as individuals ‘One challenge for teachers is to enhance their pupils’ lives by identifying, developing and celebrating the diverse attributes of each learner.’ (Pollard and Triggs, 1997) Differentiation of work happens not only in mixed ability classes but in streamed classes also. Moreover, differentiation in a class with a range of abilities allows the teacher to address the class as a whole but, target certain work and activities for individuals. Michelle Hill (2018) states that ‘differentiated instruction allows for multiple pathways to ensure that students have equal and appropriate access to curriculum’ similarly Mike Gershon (2019) agrees and suggests ‘it provides teachers with a means by which to ensure their classroom is equitable.’ Both statements imply that the classroom needs to be an equal learning environment for all pupils. There is an argument that there is not a particular focus when it comes to mixed ability classes and that some pupils’ needs are ignored and other pupils are not challenged enough. However, there is also an argument to suggest that within streamed classes, pupils may continuously be given work that is on their level and they do not have the opportunity to develop and challenge themselves. This then restricts the learner later in life outside of education where there may be a range of problems at a mixed level but, they do not have the skills to understand or overcome the issue due to having always been taught at one level. Gerlon et al (2015) implies that if a pupil is given ‘the ‘easier’, lower level work throughout his school career, his opportunities in later life will be restricted.’ It has been assumed by some that differentiation is specifically for pupils who struggle with work and will need it broken down into more manageable chunks. Conversely, in a mixed ability class you will also find pupils who are more able and talented and will perhaps finish quicker as they have found the work to be easy and not very challenging. Porter (2005) suggests that any additional work or extension tasks given to these children need to be ‘both justifiable and educationally valuable’ and that the extra work is not just given to distract that particular pupil until the rest of the class has caught up. The extension task given in the observation was to find and highlight the adverbs within the text. This is a clear extension of the work which relates to the task as well as furthering the pupils’ understanding of English techniques. The extension was also written on the board so that it was available for all learners to read. A disadvantage of having a mixed ability class is when extension work has not been suitably selected or there is no extension of the task and the pupils’ who finish are just expected to wait. Eyre (2013) suggests that this can create a lack of motivation for work and a risk of underachievers

'Schools have a significant impact on the achievements of able children and any idea that the school does not need to pay attention to such pupils will lead to extensive under-achievement.' Eyre (2013) also continues by suggesting that more able pupils still need to work hard and their achievements need to be recognised so that they stay motivated and achieve their full potential. An advantage of mixed ability teaching is the avoidance of obvious labels with regards to 'less able' pupils. As previously mentioned, when it comes to equality within a classroom, avoidance of labelling certain pupils or groups allows for 'a widening of opportunity.' (Reid et al, 1981) There is also an advantage here in a mixed ability class for the pupils who are normally seen to be 'less abled' as they are not being restricted with what they are taught and have opportunities to view and complete work that can positively challenge them. Once again referring to Donaldson's Four Principles (Successful Future's Independent Review of Curriculum and Assessment Arrangements in Wales, 2015) where it states that 'individuals are confident' and 'are ready to lead fulfilling lives as valued members of society.' Pupils who are taught in mixed ability classes feel confident with learning and being challenged to complete a range of tasks just like their fellow peers. Whereas, 'less able' pupils who are taught in streamed classes may always believe that they are not capable learners and that they will always be seen at the lower end of the scale far away from 'more able' learners. In a study taken by Reid et al (1981) they found that the 'less able' pupils responded well to working in a mixed ability setting as they found it enjoyable to be a part of a 'fairly industrious working atmosphere' and teachers found the learners were 'stimulated to achieve better results by seeing the work of the more able.' So far, mixed ability teaching seems to be incredibly positive for the learners. However, it can create difficulties for the teacher especially when it comes to question and answer time as this can be unpredictable. It may seem achievable to create differentiated tasks for the learners to complete but, when it comes to questioning, a teacher will need to frequently adjust. Not only will a teacher need to be prepared for multiple questions, they will also need to have an ability to respond in a way that answers that particular question for all pupils and their individual understanding. For example, if there is a discussion about a certain topic in the class and a 'more able' pupil who already has a deeper understanding of the topic asks a question, the teacher will need to adapt their answer to address all learners and levels to keep focus for the entire class. A huge disadvantage of this is that this level of adjusting and response from a teacher may take years of practise to develop and perfect (Pollard and Triggs, 2001). Another disadvantage for learners in a mixed ability class is the potential freedom of choice when it comes to choosing tasks. A 'more able' learner may choose to complete the least amount of work offered because they know the option is there. Reid et al (1981) found that during a research study 'The pupil has a wide range of acceptable achievements to choose from' yet, although the learner has still completed the task, they may not have completed it to the best of their ability and could be under-achieving

due to a lack of motivation and laziness. Overall, differentiation within a task is incredibly important and it should be there to set high expectations for all learners.

When looking at this particular critical incident of differentiation in a mixed ability class it is clear to see that there are ways of creating a positive learning environment whilst catering to all abilities. Learners do enjoy being challenged and although not all learners in that class may have been able to achieve all three starred tasks that lesson, the positive affirmations of "You can do it!" and "Have a go!" written next to each task were encouraging and welcoming for all. Gershon (2019) suggests that "In a positive classroom, pupils will be more likely to push themselves to excel." This use of positivity suggests that even though certain stars were aimed towards particular learners, all pupils were positively encouraged to attempt the next star. This positivity and the mixed ability tables could also help to reduce the potential under-achievers as the pupils could be inspired by the work being created on their table. During this activity the learners were encouraged to discuss the work and talk to one another on their tables. "Group activities offer learners good opportunities to practise and evaluate ways of using language to think collectively" Mercer (2002). Mercer here is suggesting that learners offer each other new experiences when using language with one another away from the presence of a teacher. In this classroom, the teacher may have purposefully chosen a mixed ability seating plan so that when it came to activities such as this one, the learners would use language to encourage and help one another without realising they are doing it. However, this way of teaching in a mixed ability class does pose the question "Are the more able learners being challenged enough?" In a study carried out by Reid et al (1981) it was suggested that the disadvantages of mixed ability teaching for more able students was the result of the learners not being stretched enough, boredom and some of them sinking to 'a happy mean'. Another factor which was brought up was that these particular learners are left to their own devices a lot of the time and they could be potentially switching off as well as choosing not to engage as the teacher would neglect to choose them to answer a question as they know that learner already has an understanding. This is an interesting argument to bring up against mixed ability classes as you have got to think about all the learners and abilities in your class and you have got to know where to pitch each lesson so that every learner is moving forward at a good pace and no one is being allowed to remain stagnant.

When reflecting upon my own professional development the positives definitely outweigh the negatives when it comes to mixed ability teaching. To ensure I am including all learners I will take note of how I target work for the more able learners in my class and know where to pitch my lessons to engage all. I think it has been interesting to see how differentiation has been applied in this context. It is important that the learners are not labelled in their ability but that work is accessible for all without being obvious where it is targeted. The absence of labelling the starred tasks enabled learners to explore the task as a whole and not

feel limited by their ability. Gershon (2019) refers to the use of “all, most and some” only being used in a lesson plan and not in visibility of the learners as it can be demoralising. Not only could this type of language be demoralising for the less able learners as they may feel that they could accomplish more but also for the more able learners who are usually very capable of completing tasks yet they may find certain task difficult.

This critical incident focused on how and why it is important to differentiate in a mixed ability class. The teacher used a social constructivist approach which allowed the learners to discuss the work with one another on mixed ability tables and encouraged them to try any of the starred tasks which were differentiated and suitable for the range of learners in that particular class. As discussed in the Professional Standards for Teaching and Leadership (2018) document with reference to effective pedagogy it states “The teacher consistently secures the best outcomes for the learners through progressively refining teaching, influencing learners and advancing learning.” I feel that this standard was definitely met in this observation as the teacher knew the learners well and there was a clear outline which the learners could follow if they were ready to move onto the next step. This particular critical incident has definitely helped me to understand ways in which to differentiate to a mixed ability class. Previously to this I was under the impression that, as a teacher, I would have to create multiple resources and section my classroom into ability. However, this lesson allowed for the learners to learn from one another using Piaget’s social constructivist model and learn from one another as well as working at their own pace. I understand that not all more able pupils will be confident with every task and not all less able pupils will find every task difficult. It is about allowing the learners to choose which tasks to focus on and encouraging them via positive statements or help from peers to challenge themselves to be a better learner.

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Appendix

Appendices A

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/2019
Lesson details: Year 7 Drama Mixed ability class The students were improvising a scene individually using a story told by the teacher. The students were mainly focusing on their use of mime.
Classroom culture (Are the students focused on learning?) The majority of the students were focused on the task and were involved. The students who were lacking focus soon regained their attention back to the task.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The lesson objectives were clearly given at the beginning of the lesson with the teacher explaining to the students what is going to happen in the lesson. The activities had purpose as the focus of the task was to develop mime and there were constant reminders of drama terminology from the teacher such as "Stop talking as this is a mime task." And "Remember, this is live action mime."
Direction (Are the students clear about what they are doing and how to do it well?) The teacher was clear with instructions at the beginning of the class and made sure that the students were silent whilst giving directions. Throughout the task the teacher positioned herself in and around the students as they moved around the space and gave direction which was clear and loud enough for all of them to hear.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Most of the students were engaged in the lesson for the majority of the observation. I would say that the students were challenged to constantly improvise but, I would not say that the majority of the students found the task too challenging.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Before the main task started, the teacher assessed the students understanding of what they knew about mime. When one student answered, the teacher asked another student to develop their answer. The teacher also used a 'no hands up' approach to some of the questioning as she found the same students were answering.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? The teacher differentiated within a sentence to address all of the learners in this mixed ability class. "I will provide the narrative, the story."

- Teacher raised her hand and the pupils had to copy and listen. This was because some of the pupils were breaking the rules of 'No talking' whilst taking part in the mimed task.

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

Dyddiad/Date: 25/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): The teacher differentiated within a sentence to address all of the learners in this mixed ability class. "I will provide the narrative, the story."

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I feel that this was a great way to differentiate the learning without making it obvious. By using the drama terminology followed by the differentiated word it allowed all pupils to engage.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The critical incident happened whilst the students were preparing for the practical part of the main task. The teacher was talking to the pupils and informing them about what was going to happen in the task, and she must have felt there was a need for the differentiation with this particular class.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	I think it is always a good idea to use as much subject vocabulary as possible when teaching. To make it effective, it is worthwhile differentiating the vocabulary so that the class constantly has a reminder of the words. This will hopefully allow the students to feel more familiar with the terminology and hopefully use them in their practical, written and oracy work to achieve higher grades.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	I will ensure that I am frequently using drama terminology in my lessons so that the students become familiar with the words. I will make sure that I am not overloading the students with too many 'new' words to learn. I will also make sure the specific words I am using will be easily accessible in their booklets, on my PowerPoints and in feedback.
Y profiad newydd / Transformed experience	

Appendices B

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/2019
Lesson details: Year 7 English Mixed ability The students were finding certain English techniques in an extract from Roald Dahl's "Charlie and the Chocolate Factory."
Classroom culture (Are the students focused on learning?) Most of the pupils were focused on the task with a few exceptions who needed the teacher's help to get started.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The students were told that they were completing this particular task as it will help them with their assessment which was to write a detailed description about their bedroom using a range of English techniques.
Direction (Are the students clear about what they are doing and how to do it well?) Whilst the students were working on the main task of the session, the instructions were on the board with an extension task.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) I would say the majority of students were engaged with the lesson and there was a clear extension task that was a development of the main task. Students who were not as engaged were picked up quite quickly by the teacher who then went over to help.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher assessed the students knowledge before the main task by asking for hands up and asked a range of students. The teacher read out the task which was on the board and then asked students to explain or give examples of the English Techniques.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? • The use of 'Challenge Yourself' where the students had to choose which starred task to complete. (Ambitious capable learners)

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 25/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): The use of differentiation within a mixed ability class. 'Challenge Yourself' the students had to choose which starred task to complete. (Ambitious capable learners)

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I feel that it is an excellent way to differentiate the work so that it is accessible for all students in a mixed ability class. I also feel it encourages students to attempt other tasks without being told what they 'can' and 'can't' do.
Cofio a Deall/ <i>Remember and Understand</i> "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	This particular critical incident happened in the main task. The work was read out by the teacher and it was also presented clearly on the board. The students had also been discussing elements of the task beforehand so that the teacher could assess if any more description was needed.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> "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 feel that it was effective having the students choose which tasks to complete. I would also keep the words of encouragement next to each task as I feel it is aimed at all pupils and helps to create a positive learning environment.
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> "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?"	To ensure that they are aiming high I would circulate the class well to check for understanding and check all students were on task and focused.
Y profiad newydd / Transformed experience	

Appendices C

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Year 7 Drama Mixed ability The students were improvising a scene individually using a story told by the teacher. The students were mainly focusing on their use of mime.
Classroom culture (Are the students focused on learning?) The majority of the students found it hard to get started on the mimed task. There was a group of boys who were easily distracted and could not focus on the task.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the lesson was to develop the students understanding of mime. The main activity in the session did promote the use of mime however, the students were distracting one another and were not fully acting out mime.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher acted out an example of how she would like the students to mime during the activity.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students had the ability to engage in the lesson as it was not a very challenging task. I feel the more able students were free to delve deeper into their character to challenge their mime skills.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher was walking throughout the class whilst they were miming and reminding them what they needed to show. At the end of the session the students performed some of their scenes. The teacher asked the audience "What went well?" and "How could this group improve?" "What drama conventions did you see?"
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?

- One of the students who was showing low level behaviour had a reminder about how he was sent out last lesson and received a detention. His behaviour then changed for good.

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): One of the students who was showing low level behaviour had a reminder about how he was sent out last lesson and received a detention. His behaviour then changed for good.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I feel that this particular student enjoyed drama but needed constant reminders on how to behave in a practical lesson. This student looked disappointed when he was told, if his behavior was to continue then he would get moved to another class. I could see that he really wanted to try hard and enjoy the lesson but found it difficult to focus when around certain peers.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The incident happened quite early on in the lesson. The student had to focus on the task as they knew they did not want to get sent to another class and miss out. A lot of the lesson was improvisation and being free to create material to perform to the class. This student had to make decisions about who to work with so that he would stay focused and not get distracted.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The clear threat from the class teacher that the student would be moved to another class if their bad behavior continued. Using warnings and reminders about what 'good' behavior looks like.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Creating set groups to minimize distractions and encourage a mix of abilities in each group. Give reminders about behaviour at the beginning of every lesson so that the students are clear about expectations.
Y profiad newydd / Transformed experience	

Appendices D

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Year 12 Drama A Level
Classroom culture (Are the students focused on learning?) The students were focused on the lesson as soon as they walked in the classroom. When they were improvising and devising scenes they were constantly trying to improve and use their imagination to create more.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The objectives of the lesson were told to the students at the beginning of the session with the teacher asking if they needed further explanation.
Direction (Are the students clear about what they are doing and how to do it well?) Each of the groups were given a nursery rhyme and told to make it more modern. The students understood what they had to do and used their time wisely. If they had a question, the teacher was available at all times to answer and give them advice.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Challenge was created by giving the students just enough information about the task but allowing them freedom to create their piece. This was challenging as the students had to share their ideas within the group and create a short piece within a time limit.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher assessed the groups individually whilst they were devising their pieces by asking them to describe what they had created and why? The teacher also assessed the students at the end of the lesson by watching each of their performances as a class.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? • The teacher told the students that they were not allowed to use chairs whilst discussing their devised pieces. This was to get them improvising immediately and not sit and discuss.

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): The teacher told the students that they were not allowed to use chairs whilst discussing their devised pieces. This was to get them improvising immediately and not sit and discuss.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	As a PGCE Drama student I found this critical incident to be very important. I could see that it instantly made a difference to how the students were going to approach the task and it also showed me that students of a certain age still need to be challenged even if they appear to be 'good' at something.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	This critical incident happened just before the students were about to start the main task of the lesson. The teacher mentioned that the students like to sit and discuss and it usually takes them a while to get started on their practical tasks so this is why she suggested removing the chairs.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	If I felt that the students were not working as quickly as what they are capable of, I would definitely suggest removing the chairs and having to discuss whilst standing up. This was effective as the students did not want to stand around and they created their scenes a lot faster.
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	I would limit the amount of 'planning/sitting down' time and encourage the students to get up and move around in the space.
Y profiad newydd / Transformed experience	