

“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.” (4388)

This essay will evaluate in depth one of the critical incidents that I noted within my lesson observations at School X. Through the development of my understanding of this critical incident within this essay, I will use my findings as a basis to inform my next steps and guide my own teaching practice. Reflective practices such as analysing critical incidents from classroom observations are integral to trainee teachers, '[a] reflective practitioner is an active individual who uses testing solutions and different ways of working while searching for the solutions of current problems' (Maksimovic, Osmanovic, 2018). Through the utilisation of reflective practice, the critical incident that I deemed as most significant within my observations is the use of whole class questioning. Therefore, questioning and the concept of assessment for learning within a classroom will form the basis of this essay. Particularly focusing on the use of assessment for learning as a starter task to test prior knowledge and judge an individual pupil's need for scaffolding resources. Within the lesson where the critical incident occurred, assessment for learning was used as a starter task through a series of a variety of questions to gauge everyone's current grasp of the topic before progressing with teaching new knowledge to the class. The use of active questioning was utilised as a means of gauging the level of scaffolding that each pupil would need in order to complete the main task, as well as highlighting particular hotspots in the classroom to which the teacher could provide more support to when circulating.

School X is an English medium, mixed-sex secondary school, educating pupils aged 11-16. In 2018 it was recorded that School X had 461 pupils, 49.8% of these are entitled to free school meals (My Local School, 2018). This is exceptionally higher than the national average of 17.4% of pupils on free school meals (Estyn, 2016). 70% of pupils in the area come from 20% of the most deprived areas in Wales (Estyn, 2016). The poverty that is associated with the school does inherently have some effect over pupil performance within the school, 'around half [of the pupils] have a reading age significantly below their chronological age on entry' (Estyn, 2016, p.1.). Due to the issues with literacy, as well as 55% of pupils identifying on the special education needs register, class sizes tend to be small and often utilise teaching assistants to support learning (Estyn, 2016). School X is classified as a yellow school in terms of support and therefore, know the areas where

improvement is necessary (My Local School, 2018). As well as this, School X received a “good” rating for both ‘current performance’ and ‘prospects for improvement’ in their most recent inspection (Estyn, 2016, p.2.). In terms of funding, due to the additional support and free school meals indicator, Schools X is provided with £6688 in funding per pupil (My Local School, 2018). The critical incident took place within a Year 11 GCSE Spanish Class. The group was comprised of 15 to 16-year olds who had chosen Spanish as an option. It was a small, broad mixed-ability class of 11 female pupils. The critical incident occurred at the beginning of the second part of a double lesson, questioning was utilised to bring the pupils back on task.

The research method basis of collecting the data, to inform this essay, was a non-participant observation; the research methodology technique was a critical incident. The research for this study was undertaken by analysing a snapshot of a lesson, focusing on what was deemed to be an interesting moment of teaching or learning, within the lesson observation context, this will dictate the focus of the essay. Observations and critical incidents are a key component of reflective practice as they have a direct relationship with effective teaching and learning; utilising realistic situations to draw conclusions. Critical incidents are beneficial in informing one’s own practices as well as providing a focused account of particular teaching styles and their immediate impact over a pupil’s response. In order to comprehensively understand the effects of questioning over a GCSE class, the critical incident could be furthered by conducting more research into the effects of questioning. One would have to carry out an extensive case study in order to track the performance progress throughout the year and its relation to questioning within the class. Observation may be seen as enquiring into teaching styles at surface-value. There is a need ‘to probe beneath the surface of the school’s culture...it is important to combine quantitative and qualitative methodologies for data collection’ (Cohen, Manion and Morrison, 2007, p.96.). In order to improve and expand the study of this critical incident one could incorporate questionnaires to discover how pupils value questioning within a lesson. However, critical incidents do hold value as they allow for the analysis of real teaching styles and the observation of pupil response within the setting, conveying the reality of the method within a classroom. The critical incident ‘provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than presenting them with abstract theories’ (Cohen, Manion and Morrison, 2007, p.253.) Using critical incidents to inform teaching style and reflective practice is a pragmatic methodology. Once is enough to exhibit something in order for something to be deemed beneficial. Cohen satirically highlights this point stating, ‘one has to commit only a single murder to be branded as a murderer!’ (Cohen, Manion and Morrison, 2007, p.404.) An incident can be observed once and still be an

accurate depiction of learning. The use of a critical incident over a questionnaire is beneficial as it offers an accurate portrayal of the class setting with the least observational bias. Cohen refers to Bailey (1994) who noted the benefit of observation as the 'investigators are able to discern ongoing behaviour as it occurs' (Cohen, Manion and Morrison, 2007, p.260). Through non-participation observation one is exposed to the usual classroom setting, seating plan and lesson style; thus, ensuring the most realistic observation as possible. The critical incident took place as an overt research observation as the pupils were introduced to the observer and the intentions of the observation were highlighted at the beginning of the lesson. Although this may have had a marginal impact over the pupil behaviour according to the Hawthorne effect; an overt approach is a far more ethical form of observation than disguising an observer within the class dynamic and shrouding their intentions.

The critical incident is centred around the utilisation of various questioning styles to start a lesson. The use of questioning is beneficial in order to assess the consensus of the current level of understanding a class holds, before moving on with another task. It is important not to overload learners with new information when they have not yet fully comprehended the knowledge they built in previous lessons. Under the new curriculum- *Successful Futures*- there is an emphasis placed on ensuring that teachers provide 'an inclusive approach to education' (Donaldson, 2015, p.24.). Teacher X, who conducted the lesson acting as the basis for the critical incident, used a no hands-up approach to ensure that everyone within the class would have their understanding tested. The questioning served as a form of assessment for learning as Teacher X was able to ascertain every pupil's current knowledge level, whilst making it seem like a random questioning task. Therefore, the questioning was inclusive of all pupils. It took place in a low stakes context to put pupils at ease and allowed for a realistic portrayal of their understanding [Figure A]. Teacher X used a variety of closed and open questions in an inclusive "cold calling" questioning technique as a starter to regain attention, as the critical incident took place in the second part of a double lesson (Lemov, 2010). Prior knowledge was used to highlight pupils' attention to words they recognised in the Spanish questions about the environment, the individual questioned was then guided to use their vocabulary knowledge from the last lesson to derive an understanding despite not yet having learnt the new words. This coincides with *Successful Futures* and a constructivist approach to teaching. This demonstrated the importance of contextualising unknown words with taught vocabulary in order to make sense of a phrase, as would be done in conversation and GCSE assessments. The questioning as a form of assessment for learning allowed the teacher to assess what scaffolding and differentiation would be necessary, due to the broad range of target grades within the class. Teacher X was able to determine the steps that needed to be

taken to ensure inclusivity and could then deploy these before the pupils attempted the main tasks of the lesson. In doing so Teacher X worked in accordance with Welsh Government guidance as '[e]ach learner must be respected and challenged to achieve the best that they are capable of...while being supported to overcome barriers that inhibit their learning' (Welsh Government, 2017, p.31.). This critical incident is most closely linked to the first of Donaldson's "Four Principles" as outlined in *Successful Futures*. Questioning was deployed to ensure the pupils within the lesson were striving to be 'ambitious, capable learners' (Donaldson, 2015, p.29.). Throughout the breadth of lessons pupils experience throughout a year of teaching, learners are expected to be 'building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts' (Donaldson, 2015, p.29.). The use of questioning is one of the main aspects highlighted under this curriculum purpose, indicating its importance as a technique for developing independent learners. The lesson's questions aimed to fuse the pupils' prior knowledge of Spanish vocabulary, from previous lessons, with new vocabulary in order to develop their understanding of the topic of their assessment.

The use of questioning within a classroom serves to assess pupil understanding and current knowledge in a low-stake style of formative assessment. Formative assessment is an essential tool for teachers to identify whether they can progress pupil learning or reclarify aspects of prior learning for pupils who have not fully understood the topic. Under *Successful Futures*, formative assessment is a necessity within classroom practice because it allows teachers to give 'effective and timely feedback and support to students that focuses on improving learning' (Donaldson, 2015). This use of assessment correlates with the critical incident outlined within this study, as the teacher was able to use the information gathered from her questioning to guide her next teaching steps. There is support for Donaldson's view that assessment for learning and formative assessment within a classroom setting will improve pupil learning within *Assessment for Learning: putting it into practice*. Black states that formative assessment does in fact have a positive, direct effect over pupil attainment (Black, 2003). However, his research shows that formative assessment and assessment for learning have a greater impact over the results of low attaining pupils; perhaps as these assessments allow for teachers to implement necessary interventions within a timely manner, before summative assessments (Black, 2003). Therefore, Donaldson and Black indicate that assessment for learning, and in this instance classroom questioning, allow pupils the opportunity for improvement. The feedback that can be generated by assessment for learning is integral to student development, Hattie's synthesised study of teaching techniques found that the influence of feedback over assessment had an effect size of 0.79 (Hattie, 2012). In order for a teaching style to be deemed effective it needed to meet the

hinge-point of 0.40 through its impact over pupil learning. Therefore, the feedback generated from assessment is extremely beneficial it is 'among the *top ten* influences on achievement' within Hattie's study (Hattie, 2012, p.7.). Assessment for learning through questioning allows for corrections to be made if there are gaps in knowledge or any misconceptions held by a pupil. Using questioning within a classroom is also an effective tool in developing communication and rapport between pupils and teachers, as teachers generate quick feedback for pupils based upon the student's response (Black and Wiliam, 1998). Nuthall notes that assessment for learning within a classroom is the best way to see what pupils initially knew and then how what you have taught them has benefitted their learning, such as eradicating misconceptions the pupils may have held at the beginning of your topic (Nuthall, 2007).

Similarly, the questioning technique observed within the critical incident was beneficial to the pupils' learning within the classroom. Teacher X used a whole-class, no hands-up questioning approach to ensure that everyone within the class was engaged and evaluated. This technique is often identified as "cold-calling" questioning, which allows you to ensure the clarity of knowledge from a whole class perspective (Lemov, 2010). This style of questioning allows for the teacher to establish, not only the current knowledge of those willing to participate with questions rather, the understanding of all pupils within your classroom in a quick and effective manner. As Lemov highlights, it is 'critical to be able to check what any student's level of mastery is at any time, regardless of whether he or she is offering to tell you' (Lemov, 2010, p.112.). This concept shows the integral nature of whole-class questioning within mixed-ability groups, as often the pupils who are struggling are the ones who are reluctant to answer questions in a hands-up approach. Through the utilisation of "cold-calling", Teacher X was able to interpret all the pupils' level of understanding without anyone feeling pressurised as everyone was participating (Lemov, 2010). However, Nuthall critiques the use of assessment for learning on a whole-class basis to determine a pupil's understanding. He states that within a secondary school class dynamic the developing 'peer culture can create the belief that doing what the teacher wants is demeaning' (Nuthall, 2007, p.37.). Based on this Nuthall argues that pupils may be deterred from answering a teacher's question based on their true level of understanding in order to conform with their peers. Thus, contradicting Lemov's views of the importance of using whole-class assessment for learning as it may impact the accuracy of the teacher's perception of knowledge. However, as this questioning took place within an "option subject" [see Figure A] pupils could be deemed as wanting to perform to the best of their ability.

Lemov undermines this perception though, as he highlights the effectiveness of "cold-call" questioning as often pupils are reluctant to answer questions unless being directly

asked by a teacher, he states that often pupils are unsure of the value of their input and will therefore, not offer it without authoritative prompts (Lemov, 2010). Rosenshine's Principles support Lemov's view of whole class academic assessment as it utilises his techniques. Questioning and checking pupil understanding are fundamental, making two of Rosenshine's principles for good teaching, whilst questioning itself forms one of the four strands of effective teaching (Sherrington, 2019). 'A strong message from Rosenshine is that more effective teachers ask more questions, involving more questions, probing in more depth...' thus, indicating the importance of using questions to delve beneath a pupil's surface understanding of a topic (Sherrington, 2019, p.28.). Rosenshine's Principles accentuate the need to ask questions that involve the whole class to ascertain a true depiction of whole class understanding, therefore, adopting the same stance as Lemov in regard to the necessity of inclusive questioning. The importance of the whole-class is evident within *Successful Futures*, as it allowed Teacher X to establish that their lesson would challenge and engage each pupil based upon their ability level, within the broadly mixed-ability class (Donaldson, 2015). The utilisation of the correct and incorrect answers to dictate the direction of learning is integral within effective teaching styles, as it ensures that misconceptions and subject ambiguity are eradicated (Black, 2003). Questioning supports the promotion of learning through assessment, as it encourages teachers and students to reflect on the responses generated by the questions (Black and Wiliam, 1998). Through Donaldson and Black's views of the use of questioning, one can infer the inherent basis questioning holds as an effective tool within tailoring teaching and informing differentiation techniques.

By ascertaining pupil understanding through whole-class questioning Teacher X then deployed a range of scaffolding techniques, depending on the response of each individual pupil, to assist their completion of the lesson's main task. Differentiation essential in ensuring that all pupils are supported and challenged depending on their learning capabilities (Donaldson, 2015). Teacher X made sure that all pupils would be challenged by waiting to handout the scaffolding resources until they had determined the level of prior knowledge the pupils were able to apply to the new learning context. Therefore, coinciding with *Successful Futures* as everyone was challenged from "more able and talented" students to those with lower predicted grades (Donaldson, 2015). The concept of all pupils being challenged based upon the initial starter questions, is supported by the new curriculum as well as Rosenshine's Principles stating that during questioning all means of support and scaffolding should be removed in order to get a true depiction of a pupil's level of understanding (Sherrington, 2019). Assessment for learning with assisting resources would not provide any insight into a class' understanding of a topic as they are provided with the information, they

are expected to be able to recall. However, after assessing the knowledge level with the class and determining they were ready to progress, Teacher X deployed scaffolding techniques. This is supported in Rosenshine's principles (Sherrington, 2015). Differentiated scaffolding techniques support a pupil's cognitive development but can later be removed once they have attained the necessary knowledge to understand a topic independently (Sherrington, 2015). Sherrington supports the use of scaffolding in accordance with the aims of *Successful Futures*.

For the pupils who did not require scaffolding resources, the use of questioning was beneficial to them as it activated their prior knowledge and encouraged students to deploy what they knew in unfamiliar contexts. This coincides with Donaldson's Four Purposes of the curriculum; to create capable and independent learners (Donaldson, 2015). Hattie supports the deployment of questioning to activate a pupil's prior knowledge and encourage them to recontextualise their current knowledge to improve their understanding (Hattie, 2012). He sees the role of a teacher as requiring them to serve as an activator of learning rather than a facilitator of it (Hattie, 2012). This view supports the release of learning responsibilities into the hands of the pupil once they are deemed as having a sufficient understanding. Teacher X initially checked pupil knowledge through whole-class questioning and then activated the techniques that were necessary to complete the main task of the lesson. The use of prior knowledge as a means to resolve problems or gaps in context is supported by Nuthall, as it encourages pupils to 'infer the relevant information from a related experience' (Nuthall, 2007, p.69.). Here, inference and deduction skills were built through the starter questions. *Successful Futures* would also support this style of teaching as it incorporated applying the pupils' own knowledge in an unfamiliar context to contribute to the creation of capable learners (Donaldson, 2015). Evidently there is a strong basis of support on the use of questioning within a classroom as a starter-task, particularly due to the avenues of independent and supported learning that questioning allows a teacher to assess for understanding, as a form of assessment for learning.

Through the observation within School X, I have reflected upon my feelings towards the critical incident, as well as deriving possible next steps through my reflective practice [see figure B]. I have conducted my reflection in accordance with Gibbs' *Reflective Cycle* model, it is easily adapted to a standalone observation and its cyclic nature is easily utilised to learn from and adapt teaching practice. As I have already described the events, I will be addressing my feelings, evaluation, analysis, conclusion and action plan to inform my own practice [see Figure I] (Gibbs, 1988). I am guiding my reflective evaluation of the critical incident using Gibbs' cycle and my own notes reflecting on the critical incident [see Figure B]. The critical incident is an extremely useful technique for teachers to use within their

classrooms. Teacher X utilised the simple technique of no-hands up, “cold-call” questioning as a form of assessment for learning, no resources were needed for this style of questioning making the task quickly accessible to all pupils. No time was wasted by handing out whiteboards or quiz sheets, yet the same knowledge of pupil understanding within the class was able to be ascertained. Teacher X was also able to utilise this information further than just as an evaluative basis, based on individual pupil understanding, deploying a range of scaffolding resources to pupils depending on their answers. Initially, I assumed that questioning was a useful technique, however, I was unaware of the extent of feedback that it could generate, particularly regarding pupil knowledge and the effectiveness of the teacher’s own practice. Overall, the critical incident was very positive and useful to have observed, the teacher ensured all pupils were engaged by deploying the no-hands-up approach, every pupil had to be paying attention as they could not determine when they would be asked a question. Although the pupils knew they had to be engaged to answer whatever question came their way, the evaluative nature of the assessment for learning was disguised by the informal connotations associated with verbal questioning. Therefore, a small portion of formative assessment was able to be conducted by Teacher X in a low-stakes environment for the pupils; this technique would be very useful within my own practice as evaluation is essential before moving on with pupil learning. Using questioning starters as a form of assessment for learning is an extremely useful gauge for comprehending a class’ understanding. The deployment of these questions at the start of the lesson was interesting within my observation. Often, questioning is a plenary task to test the understanding of what pupils had been taught within that lesson. However, by using “cold-call” questioning as a starter task Teacher X was able to ascertain more than the pupils’ surface value knowledge, they could test the level of pupil understanding through their ability to recall and recontextualise what they had learnt in the previous week’s lesson. Due to Spanish lessons being less frequent, this testing of knowledge is integral to ensure pupils are on track. However, as an English teacher I feel this issue will not be as prevalent as through increased contact I would be able to track pupils’ understanding more closely and frequently.

The use of starter questions would be very useful within an English lesson context; this technique was beneficial to have observed as it is easily transferred to any lesson in order to monitor pupil understanding. Within my own practice, I feel that starter questions would be particularly advantageous when teaching Shakespeare within a GCSE context. Due to the difficulty many pupils face in understanding Shakespearean language and then expressing it in terms of modern English, this would serve as a similar situation to the observed lesson. The use of questions that incorporate language a pupil understands with language that they do not have a grasp of, could be deployed in a Shakespeare lesson as it

was utilised in the Spanish lesson. Quizzing is a popular practice to check for understanding with Shakespearean texts [see figure C] as pupils can become muddled with the differing language and the need to retain quotes. By asking for the modern-day translations of prolific quotes from the assessed Shakespeare text, in a “cold-call” questioning approach at the start of a few lessons, I would be able to determine who is capable of translating the quotes and which pupils would require scaffolding resources and additional support. Therefore, the questions would allow me to inform and readjust my practice in order to better facilitate pupil learning. However, from my research I have ascertained that the “cold-call” technique may not be a repeatable technique within my practice. As English is a compulsory subject, pupils may be disinterested and respond based upon their engagement level rather than their level of understanding. As Spanish is an optional subject, pupils have chosen to engage with it so this would probably not present as an issue. Yet, in a compulsory subject, pupils may be purposefully disengaged in their answers to acquire more scaffolding resources and reduce their engagement with the topic.

Through critically reflecting on the observation within the Spanish class, I was able to determine that using questioning as a starter task was a pivotal moment of learning and therefore, the critical incident that formed the basis for this study. Assessing the importance of questioning within a classroom highlighted the importance of formative assessment in critical practice, as it allows for the teacher to review how they are delivering the lesson content and adjust these methods to assist pupil learning if necessary. The use of questions as a starter task within a classroom, coincides with Donaldson’s view for the curriculum as it assists the development of ‘ambitious, capable learners’ (Donaldson, 2015, p.29.). Informal, verbal formative assessment is also supported by Hattie and *Rosenshine’s Principles* as they allow for pupils to utilise their own knowledge. By activating a pupil’s prior knowledge, you can ensure they have consolidated their previous learning before moving onto another topic. The use of questioning coincides with new professional teaching practice, as teachers are required to be open to reflect upon their teaching and improve teaching styles. Questioning serves as an excellent basis for assessment of one’s own teaching as it demonstrates pupil understanding in a low-stake setting, teachers can then tailor lessons to overcome gaps in knowledge, as well as gauge who within the class requires additional support. In terms of reflective practice, questioning is an extremely useful tool in assessing the success of a lesson and then addressing any issues that occur within the recall process; both on an individual or a whole-class basis in accordance with the responses. Whilst this study showed some difficulties in deploying “cold-call” questioning within a lesson where there is inherent disengagement, I would utilise the critical incident in guiding my own practice as a teacher. Overall, “cold-call” questioning specifically addresses whole-class

issues with understanding, which then forms a basis for differentiation and scaffolding provisions to be deployed. Ultimately, the use of questions as a starter task proved to be a positive, effective practice in benefitting a pupil's ability to learn and contextualise knowledge within unfamiliar topics, in accordance with the new curriculum.

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Appendix:

Figure A

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David		Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	
OBSERVATION / FIELD NOTES			
(Questions adapted from Fletcher Wood (2016))			
Date: 26/9/19.			
Lesson details: Spanish Year 11 - double lesson (second part). Very small mixed-ability, all girl class. A*-D predicted grades.			
Classroom culture (Are the students focused on learning?) Used questioning as a starter after the break to immediately get pupils back on task. Clearly on task; utilised resources and groupwork. Strict limits on time to prevent pupils getting distracted.			
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The lesson objective was clearly explained after the starter task. Also clearly explained how the learning benefit what they'd be doing next lesson and for control assessment.			
Direction (Are the students clear about what they are doing and how to do it well?) - Questions on previous lesson content, then related this knowledge to how it could be used within GCSE assessment. - Each task was set with indication of its importance in building knowledge. Explained what they knew in Spanish to build understanding.			
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Directions given in Spanish and then broken down into translations if not understood - challenging the knowledge of language. Peer work/support. - Using A.P.L. to recognise certain words building this to identify phrases.			
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? A.F.L. used initially via questioning. Matching Spanish sentences with English translations. Planning - playing bingo to revise vocabulary learnt during the lesson.			
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - Variety of questioning used immediately as a starter to regain attention. (A.P.L. and AFL) Highlighted attention to words they already knew to contextualise new vocab. they'd cover in the lesson. Teacher explained this is very useful to assess who needs scaffolding/support and to what extent. - Could identify misunderstandings/misconceptions before main task, necessary due to broad mixed ability. - Modelled how to annotate an unseen passage within an exam - tracking through the text and translating key parts. Illustrating expected time to be spent on this.			

Figure B

Prifysgol Cymru
University of Wales
Ynnydd, Aberystwyth

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/9/19.

Digwyddiad critigol (Ffocws)/Critical incident (focus): Questioning as a starter task.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Very positive observation, all pupils were engaged due to no-hands up approach. Evaluative questioning, but pupils were unaware of this - no pressure climate. Useful technique with own practice.
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?"	Varied use of closed and open questions, in a no-hands-up, "cold call" questioning technique. Served as an assessment for learning technique that then informed the individual pupil's scaffolding resources.
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?"	Questioning as assessment for learning/ low-stakes formative questioning serves as a useful technique to gauge class understanding. Could easily be transferred and utilised as a starter technique with an English lesson e.g. Shakespeare.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r mater a nodwyd? "What are your possible solutions to the issue identified?" "What could be done next?"	"Cold call" questioning may not always be the most accurate way of understanding a pupil's grasp of taught knowledge, works with an option subject as they have chosen to engage with subject. However, in a compulsory subject pupils may be disengaged with their answers.

Y profiad newydd / Transformed experience

Figure C

 Prifysgol Cymru Y Ddindod Dewi Sant University of Wales Trinity Saint David		Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	
OBSERVATION / FIELD NOTES			
(Questions adapted from Fletcher Wood (2016))			
Date: 2/10/19.			
Lesson details: Year 10 Set 1 Quiz lesson - apu.			
Classroom culture (Are the students focused on learning?) #3,2,1 Countdown to get pupils' attention. Reinforced and reused throughout the lesson to bring them back on task.			
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) * Clear lesson objective displayed on the board - Continuation of previous lesson. * Highlighted importance of course work in regards to the exam and overall grade.			
Direction (Are the students clear about what they are doing and how to do it well?) * Quiz supported with scenes from the play that they can refer back to. ↳ Not given quotes have to find information from the text - pupil autonomy. * Building on point, evidence, explains - release of responsibility.			
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) * Challenging all pupils through assessment for learning. Reduced scaffolding - self research. Challenging as they have to navigate the text in a comprehension style. * Questions get progressively more difficult. * Incentive - bonus points for including quotes within quiz answers. * Breaking down of quotes to ensure everyone understands			

Figure D

Prifysgol Cymru / Wales
Yr Athrofa / School of Education and Humanities

Previous attachment

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

Yr ID / ID: 5011
Dyddiad / Date: 2/10/19

Digwyddiad critigol (Efocws) / Critical incident (focus): Disruptive pupil arguing with the teacher

Profiad / Experience	
Teimladau / Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Although it was a negative critical incident it was handled in a nonconfrontational manner. positive overall experience as it modelled great behavioural management.
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?"	Pupil was disrespectful - arguing with other pupils around her. When the teacher attempted to diffuse the situation, the pupil responded in a rude, confrontational manner. Asked to leave and was removed on a 1-1 basis.
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?"	Handled in the same manner. The teacher did not argue back or respond in a corresponding manner. Ensured the incident did not escalate by removing her from the classroom setting.
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?"	When the pupil is brought back into the classroom setting I could move her away from the pupils that contributed to the incident to ensure the conflict did not arise again.

Y profiad newydd / Transformed experience

Figure E (1)

 Prifysgol Cymru Y Ddrindod Dewi Sant University of Wales Trinity Saint David		Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	
OBSERVATION / FIELD NOTES			
(Questions adapted from Fletcher Wood (2016))			
Date: 2/10/19			
Lesson details: Year 10 - F-G GCSE grade predictions Set 4 Romero and Juliet coursework. Multiple ALN pupils			
Classroom culture (Are the students focused on learning?) ↳ Distracted to start - alternative seating plan. Previously been disruptive in other lessons/seating plan.			
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) ↳ Clear lesson start - Recap questions on character of Juliet. Start on prep for essay.			
Direction (Are the students clear about what they are doing and how to do it well?) ↳ Clear tasks displayed on the board. ↳ Get on with tasks with a lot of support and guidance on the board.			
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) ↳ T.A's circulating ALN Pupils - clustered with separated tables. ↳ Not accessible language, was a lot of scaffolding and media sources to assist understanding.			
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? ↳ Verbal AFL - Circulating the classroom whilst undertaking the tasks			
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? ↳ Child was disruptive and making noises. Told if she continues, would be asked to leave - continued to ask other pupils questions. ↳ Rearranging of seating arrangements - separated tables - pockets of pupils. Easier to manage as no large groups to disrupt each other.			

Figure E (2)


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

* Quiz lesson to recall Romeo and Juliet content/context.
 * Randomly choosing pupils to share their answer for the quiz and then expand/explain/repack their answers.

Specifics / Critical Incidents
 Are there particular telling moments and examples which it would be helpful to discuss?

* Pupil being disrespectful - speaking when asked to be quiet. Warned that she would have to leave if she continued to talk - antagonising teacher. Calmly asked to leave, did not enter into an argument with her. Placed her with a free teacher to get on with task. Had a conversation with her outside the classroom to discuss behaviour then allowed her to return.
 ↳ Set out 2 stage warning system.

Figure F

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

Dyddiad/Date: 2/10/19.

Digwyddiad critigol (Ffocws)/Critical incident (focus): Distractions within the classroom.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Very useful lesson to have observed as the teacher acknowledged that the lesson before, the seating plan had hindered learning. Beneficial to see the teacher notice their mistake, apologise to pupils and then improve on it.
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?"	Rearranged students in to pods/clusters depending on the need for support. The tables were separated to ensure there were no large groups; therefore, minimising distractions. One child was disruptive, she was given a warning but the teacher did not allow this to detract the lesson.
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 acknowledgement to pupils at the start of the lesson of the failure of the previous seating plan was interesting. The teacher apologised but through his apology highlighted that the classroom culture from the lesson before could not be repeated.
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?"	If I was to carry out this lesson I would've grouped the clusters in terms of peer support, as when the teacher was assisting pupils others become disengaged and then distracting others.
Y profiad newydd / Transformed experience	

Figure G

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OBSERVATION / FIELD NOTES			
(Questions adapted from Fletcher Wood (2016))			
Date: 2/10/19.			
Lesson details: Year 11 Set 1 (27 pupils) Practising exam techniques - Persuasive writing.			
Classroom culture (Are the students focused on learning?) All engaged in lesson objective. Getting on with writing the letter in silence (exam conditions) according to build on the onchill outline.			
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Had worked through other sections of exam paper last lesson - knew what they had to do. Visual aids used to reinforce understanding. Building persuasive techniques to speech.			
Direction (Are the students clear about what they are doing and how to do it well?) Following along with teacher, structured learning. Getting on with writing letter after task was clearly explained. Practising exam condition.			
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Open environment to ask questions if struggling. Went around quieter pupils to check their understanding.			
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? AFL - asking questions on how to model an ideal answer. Reading pupils' answers when walking around.			
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Modelling using "visualiser" how to annotate in the exam, highlighting essential points you need to consider. Necessary to learn how to do this efficiently but doesn't encourage pupil autonomy. Using closed questions to develop answer structure. Modelling the skills that are necessary for the exam as well as using exam findings. Essential to the learning but not autonomous strategy.			

Figure H

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

Dyddiad/Date: 2/10/19.

Digwyddiad critigol (Ffocws)/Critical Incident (focus): Modelling exam techniques.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	* Positive lesson to have seen. Set 1, so all pupils were engaged in lesson. Could see the effective use of modelling techniques in preparation for GCSE's. Meaning to see extent of pupil engagement.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghwl-dedun y dydd?" "Can you list the aspects of the incident in the context of learning?"	* Modelled how to annotate important aspects of an exam question using a "virtualiser". Often difficult to know what is important with a question so the teacher modelled and taught how to choose what to focus on.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol ym y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	* As an English teacher this technique would be very effective in my own practice, as it would allow me to show pupils how to effectively read an exam paper within time constraints whilst utilising visual support of my technique.
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?"	* If this was conducted in a less able group it may be more difficult for them to comprehend how to apply these techniques on their own within an exam. I could further this by introducing another exam paper and getting the pupils to model themselves then discussing their techniques as a class.

Y profiad newydd/ Transformed experience

Figure 1

Gibbs' Reflective Cycle, 1988

