

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.

This essay will aim to highlight and analyse an observed critical incident within a primary school setting, linking the incident to educational structures and the 4 purposes of the new curriculum put forward by Donaldson in his Successful Futures document (2015). When considering the findings of the classroom and what consorts as a critical incident it is important to take into account the practice of identifying such incidents. Tripp (1993, p. 24) summarises that to identify a 'critical incident' is to take into consideration a situation that happens commonly in the classroom and apply analysis and critical knowledge to develop adequate professional teaching investigation. He defines critical incidents as straight forward events that occur regularly within the classroom. He goes on to further suggest that it is the way in which the incident is analysed referencing and associating to underlying cultural trends, that is effective in regards to "motives and structures"(Trip, 2015, p.25) within education.

The effectiveness of critical analysis within the classroom is two fold, to gain greater understanding of underlying theories within the classroom and their impact on the learners, and to develop a skill as a teacher to critically analyse strategies within the classroom. It is a useful relevant tool for problem solving and developing behaviour and strategies through narratives.

The school in which the critical incident will be observed is a community primary school in rural South Wales. As relayed by an Estyn (2011) report, majority of the children in this school will have a 'disadvantaged background' both in the social life and in the economic standing of their families. Free school meals in this school sit at thirty two percent, exceptionally high in comparison to the local authority and national average, as well as thirty-six

percent of pupils considered to have ALN, this is also above local and national averages. These results could contribute to many factors within the classroom such as behaviour, engagement and the need for the teacher in every classroom to be especially vigilant.

It is interesting that within each year group of said school X, there are two classes of children. It could be suggested that this decision is based on theories of classroom environment and feeling comfortable and accepted within the classroom community, the points highlighted in the Estyn (2011) report about broken social backgrounds, for most of the children, well-being within the classroom and positive experiences are crucial. Leung and Silberling (2006) suggest the overall emotional environment of the child will support successful learning, making reference to children feeling a sense of connection, belonging and regularity within a community of learners. Therefore in relation to these smaller classrooms, this would support the children's overall well-being. However, this being said, Blatchford and Mortimore (1998) argue that research into classroom sizing within a primary setting suggests that the link is small and relevant only in early years stages, with particular emphasis on the disadvantaged students, there is however, still extensive research to be done in this field. It could be argued, perhaps, that the reason for the primary school splitting all years into two smaller classes is to fit into school X's ethos of collaborative learning. Smaller classes allow for the carousel strategy successfully used throughout the school to be far more effective, thus allowing them to work in smaller groups. According to Owen and Thomas (2019) the use of carousel learning in the classroom can be very effective in strengthening the pedagogical principle of future learning. Children see greater benefits with having more interaction time with the teacher. Peddar (2006) reinforces this theology in his research suggesting that smaller groups allow for greater independent learning in that there are more frequent and valuable interactions between students and teachers. He also stresses that this allows more time for the teacher to develop effective planning for their lessons, all these features being taken into consideration allow for greater learning relationship between student and teacher.

To achieve effective observation, it is important to understand the reason for observing and how it withstands in an educational setting. Smidt (2005) summarises that observing as the most effective method as assessment for teaching. Regular observations within the classroom allow the teacher to understand the learning of the students, the speed at which they are learning and understanding and the next progression steps. Smidt (2005 p. vii) states that observing the child in their natural habitat through play highlights both social and intellectual progress and development. In addition to this, Isaacs (1960) proposes the idea that the most effective form of observation is that which is completed taking a holistic view of the child, rather than examining as natural settings take place in the classroom. This theory has a direct reflection in the Welsh Assembly Government Department for Children, Education, Lifelong Learning and Skills Document (2008) they state that it is important to observe and use relevant information concerning children's developments in future planning. The data, which is collected when observing the child, can be used as a compelling policy in developing a holistic understanding of the child. This thesis in relation to observing a critical incident is accurate and effective as it allows an instance to be observed that occurs regularly in the classroom, from this then as the observer you are able to make a critical judgement of the learning.

Tripp (1998, p.28) encapsulates critical incidents as those, which happen often and question the way in which things normally operate. In contrast to a case study, critical incident observations are only taken over a short period of time and allows for a more specific theory based outcome. McLeod (2014) disputes that a case study is an investigation of a scenario taken over long periods with multiple forms of research i.e. field notes and interviews, this is difficult to achieve in only a short space of observing, thus observing a critical incident is the chosen method of choice for this essay as there was only one instance for observation.

It is important to consider the specific type of observation, which was carried out in relation to the critical incident mini case study at the heart of this

essay. The start of the observation involved primarily sitting at the back of the classroom and simply observing noting down happenings. As the lesson progressed it felt necessary to become part of the lesson, this involved a more physical approach to the understanding of the nature of the classroom, interacting with the children and asking them questions to inform data being taken. DeWalt & DeWalt, (2002, as cited in Kawulich 2005) describes the nature of participant observation as watching and gaining clearer understanding of the natural environment in which children learn, however, this is then assessed at a later date with an analytical approach in mind. Participant observation is that which allows the subject to feel comfortable with you in order for you to make accurate notes about them and their lives (Bernard, 1994. p. 256). Bernard (1994, p.258) is very clear on his views of participant observation in that the observer needs to develop the ability to become part of the framework during the observation, but also able to remove themselves successfully in order to be critical and analyse the findings effectively. This technique is useful when taking into consideration the characteristics of critical incident observation, something observed which often occurs in the classroom is far more likely to be seen when the children feel confident and comfortable with the observers presence. With this being said, it is important that as a participant observer the field notes which are taken and reflected upon during the observed lesson are thorough. Written notes of the incident as in present tense are the most impactful and appropriate when reflecting upon them for analysis and research. Cross, Sharman and Vennis (1995, p.3) in contrast, argue that when taking field notes they need to be extensive and in order to do this the observer should not interact with the children and should therefore draw no attention to themselves sitting preferably in the back of the classroom. They argue that the child should be the central focus and this becomes difficult to do if the observer becomes involved in what the child is doing. It is also important to take into consideration here the idea of the 'Hawthorne effect'. This is the idea that the subject's responses change subconsciously as they know they are being watched. It is argued that becoming a participant of an event, investigation or observation could result in "increased productivity", (Bendix and Wickstrom, 2000, pg.366). This is another important factor to consider

when observing or even participating in a classroom environment. It seems to be that an effective classroom observation, which allows for the outcome to be truly reflective of the nature of the classroom, but also allows the reader to understand the children in greater depth, needs small margins of both ideas.

The critical incident that will be taken into account and reflected upon happened in School X within a Year 5 classroom setting during the beginning of the very first lesson of the day (see Appendix 2). As the students entered the room that morning they proceeded to sit in front of their class teacher on the carpet. As the register was taken, the teacher made note of the whereabouts of each child, it became clear to her that the students in the classroom were not sitting in the correct areas. The teacher then proceeded to ask the students in the room to look at the whiteboard and find their correct 'spots'. On the whiteboard she displayed a visual seating plan grid. This is an embedded routine pupils were expected to replicate at the start of every day and for any focus task introduction or carpet work that is carried out. There could be a number of reasons as to why this strategy is used in the classroom, many to be explored and understood later on in the essay, however one of the initial thoughts could be based on developing the child's understanding of how humans should respect each other and behave within society. Donaldson (2015) addresses the necessity for young children to have a greater understanding of the community around them within his successful futures; 4 purposes of the curriculum, emphasising to teachers the skills needing to be taught to make children "Ethical, informed citizens" (see Appendix 1). Donaldson goes on to pin point specific outcomes to enhance children's correspondence to the world around them, for example, having an awareness of how the way they behave can affect and have an impact on others in society, much like how children behave in the classroom can have a direct effect on other students, a seating plan may help to support and encourage this type of thinking. It also respects the idea of personal space, Donaldson suggests that children need to understand the rights of others and themselves within society, following a seating plan within class may lend itself to this societal development. Within the four purposes, Donaldson also suggests that children need to be guided to become, "healthy and confident

individuals” (Donaldson, 2015, pg.31). Using a ‘spot system’ seating plan on the carpet allows the teacher to sit individuals together who will work well, be good role models and work collaboratively within the classroom. Within this purpose description reference is made to the children building their own values and ethical natures, along with courage to participate in performance. This can be progressed through confidence and structure that is built by using a seating plan strategy.

When taking into account the detail of the critical incident, there are areas of interest in comparison to the context of learning. For an observer it is unusual to see children in a year five setting sitting on the carpet at the beginning of lessons, this tends to be a strategy used with younger children. It is interesting to consider this in relation to the whole school ethos. Each classroom within school X seems to adopt a flexible working method, classrooms tend to have less structure in layout and children have greater freedom to work in a way which is appropriate and comfortable to them. Flipped learning network (2014) is an approach, which makes reference to the pedagogical act, promoting active dynamic movement around the classroom, specifically when a direct task is taken from focus group introduction to independent learning. FLIP is an acronym based on four conceptual pillars; Flexible Environment, Learning Culture, Intentional Content and Professional Educator. This promotes blended learning and teaching within the classroom and, it could be argued, is a reflective of the intentions and pedagogical approaches witnessed during the critical incident in school X. In order to deliver outstanding teaching, the classroom needs ‘flexible learning’ and movement which is more than sitting at just one desk, and therefore a strong argument for engagement and sitting in close proximity to the teacher on the carpet, at any age (Flipped learning, 2014). Gremmen et al (2016) also promote the use of seating in the classroom to support flexible learning, in that is promotes active learning and engagement within the classroom.

However, the crux of the critical incident had little to do with the class merely sitting on the carpet, but in fact more to do with the seating plan which

the class teacher had put them in, facing forward, in rows, in a formation specific to the teachers opinion. It could be argued that as a result of putting these pupils into this formation the teacher themselves are creating and complying with the nature of the learning environment she desires. Hue and Li (2008) put forward the notion that the way in which the teacher manages their classroom environment will have a direct effect on whether most of the time in the lesson is spent promoting effective learning, or indeed trying to control the behaviour of the classroom. Bandura (2017) supports this with his previous research in the learning behaviour technique, which is modelling. He argues that children learn through the environments around them, copying the modelled actions of others. He goes on to argue that certain desired outcomes for behaviour can only be achieved through particular social cues, those which may be difficult to understand for some children, applying models are an “indispensable aspect of learning” (p.3) Through the teacher of the classroom instating a desired seating plan for the children, she is therefore modelling how the children should sit on a regular basis to the correct standard and thus, the children will imitate the desired behaviour of each other for greater control of behaviour in the classroom.

Where behaviour of the classroom and engagement with learning is concerned, creating a seating plan for the children is an obvious approach. The teacher made reference to the fact that the reasoning for using a guided seating plan for the children, was in direct reflection of their previous behaviour. Children in the classroom were unable to enter the room each day and sit anywhere they would like, without behaving in an inappropriate manner. Therefore, the seating plan purposefully intended to split up particular individuals was a consequence of such actions. BF Skinner (as cited by Gray and Macblain, 2015) appropriates this theory within his research into conditioning and negative reinforcement. He states that individuals are active learners continually responding and evolving based on the positive and negative reinforcements that are used in the classroom. In this instance, the response from the teacher has resulted in a negative reinforcement method, punishing the children for their behaviour by taking away their freedom of choice in the classroom; this ultimately improves behaviours in a bid for them

to achieve this privilege back. In addition to this, there are those who argue that a seating plan should be a fundamental aspect of the classroom, decided and followed through before the year begins. Bennet (2013) argues that as a school teacher, the most important thing you have to achieve before starting the school year, is a clear seating plan to avoid uncontrollable classroom behaviour. He put forward a series of steps to achieve an ideal seating situation such as, breaking up friends, keeping the more difficult children towards the front of the classroom and being assertive in your seating decisions. This will then ultimately support the teacher in management and allow them to keep on track of the learning, as there are significant numbers with ALN and behaviour issues within the year five classroom observed, this could have been key to the teachers decision. There are those who argue that using negative reinforcement to attain classroom behaviour is not as effective. Thorndike (as cited by Gray and Macblain, 2015) produced a method of research which correlated with Skinner, in that behaviour is a variable based on response, however he argued that a positive response can strengthen the behaviour in a long term effect. Conroy et al (2009) suggest that a positive work environment is crucial for good classroom behaviour; they state that giving positive corrective feedback in regards to behaviour will promote positive teacher attention and relationships with students, and a positive reaction from the class. It could be argued that for a long-term effect on behaviour management, this method, rather than seating plan, as a form of punishment may be more effective.

The seating arrangement can affect the level of actual learning within the classroom. There has been extensive research into the arrangements of children's seating within the classroom. The results collated showed that in order for the students to achieve full potential engagement and understanding, the children were sitting in a circular formation around the teacher. This promoted the level of interaction between students and teacher, along with greater discussion between higher and lower level ability students. (Black Lambert and Rosenfield 1985, p.106; Careena, Huang, Vince 2011, p.69). Behaviour was also improved within this formation, this is interesting in terms of the critical incident I witnessed in that the students were placed on

the floor in rows and therefore it could be argued that behaviour and understanding is not particularly improved in this instance. However, it is important to take into consideration that this research was taken from children sitting at desks, the children in school X were sitting on the carpet in close proximity to the teacher. Sitting on the floor along with the teacher will enhance student engagement and in terms of Assessment for learning, the teacher is able to clearly see and understand the level and whereabouts of everyone in the class.

Although in terms of the learning this close proximity seating is effective, its advocacy of children's well-being is questionable. School X as a collective promote and adopt the philosophy of flexible learning, this seating plan arrangement is a direct contrast to that. Sorrell (2019) conducted a study into flexible seating within the classroom to understand parents, teachers and specifically student's response to it. Within her study she found that one of the main benefits of flexible learning was it allowed for all students to have freedom of choice in where and how they sat and particularly who they sat next to. Sorrell (2019) suggested that flexible seating allowed for those who need it to learn through kinaesthetic means and therefore enhances engagement without disruption, children are able to sit in a way which is exciting for them, comfortable and promotes a positive learning environment, which, in relation to the argument put forward by Bandura (2017) creates the perfect environment for learning. In direct contrast to this, it is important to consider well-being and the inclusion of all children within the classroom. When children are able to choose their own seats, it could be certain members of the classroom will be left out or even rejected from the social culture of their classroom, Parker and Asher (1987) have conducted research into the resulted outcomes of children who feel rejected during their childhood years. They concur that children who do not fit in and that are rejected from their classmates could possibly in future develop, extreme loneliness, depression, anxiety and possibly even drop out of school. Using a class-seating plan allows for integration of all students, as the teacher knows all of the children in the class and all their needs. This information allows them then to put individuals next to those who will make them feel secure and included

and even result in new friendships forming. It is interesting in terms of the critical incident I witnessed as the teacher mentioned the vulnerability of some in the class, and therefore the seating plan she created helped to support this.

As a classroom practitioner, it is important to consider and reflect upon classroom management. Within the Welsh Government document for teaching standards there is clear mention to the need for teachers to be reflective upon their work both collaboratively and individually to celebrate their successes (gov.wales 2019). Schon (1983, p. 61) suggests that the reflection is undertaken by a practitioner in order to understand and evaluate the reasoning for what is happening around you. This use of evaluation can then be used in future instances and experiences to influence how you behave. Overall, Schon suggests that critical reflection ensures that theory informs practice, which in terms of this critical incident finding is effective for my own future learning and actions within the classroom. Reference to the importance of reflective practice is also evident in Donaldson's successful futures (2015). He suggests that the importance of pedagogical understanding of theory along with experiences of the classroom, make for successful teaching, "teachers with a sound understanding of the 'why' and 'how' of teaching as well as the 'what'. The implications for the formation and subsequent growth of teachers as reflective practitioners are considerable" (Donaldson, Successful Futures, 2015). An arc model (assisted, reflection conclusions model, see appendix 3) was used when completing the critical incident evaluation. Guided reflection was used in order to evaluate the outcomes, and feelings towards to incident that has taken place. The act of critical reflection as described by Brookfield (1998) suggests practitioner research of an initial assumption or observation within their daily environment, highlights strategies that are beneficial or not within the classroom. From this we are able to learn as we work and become more aware as a professional. The extensive research that has been carried out during the progression of this essay has allowed me to take something that was observed as a trivial everyday act of behaviour/ classroom control, and critically reflect and analyse the effect that this will have on the classroom. From this research I have become more informed in a number of key

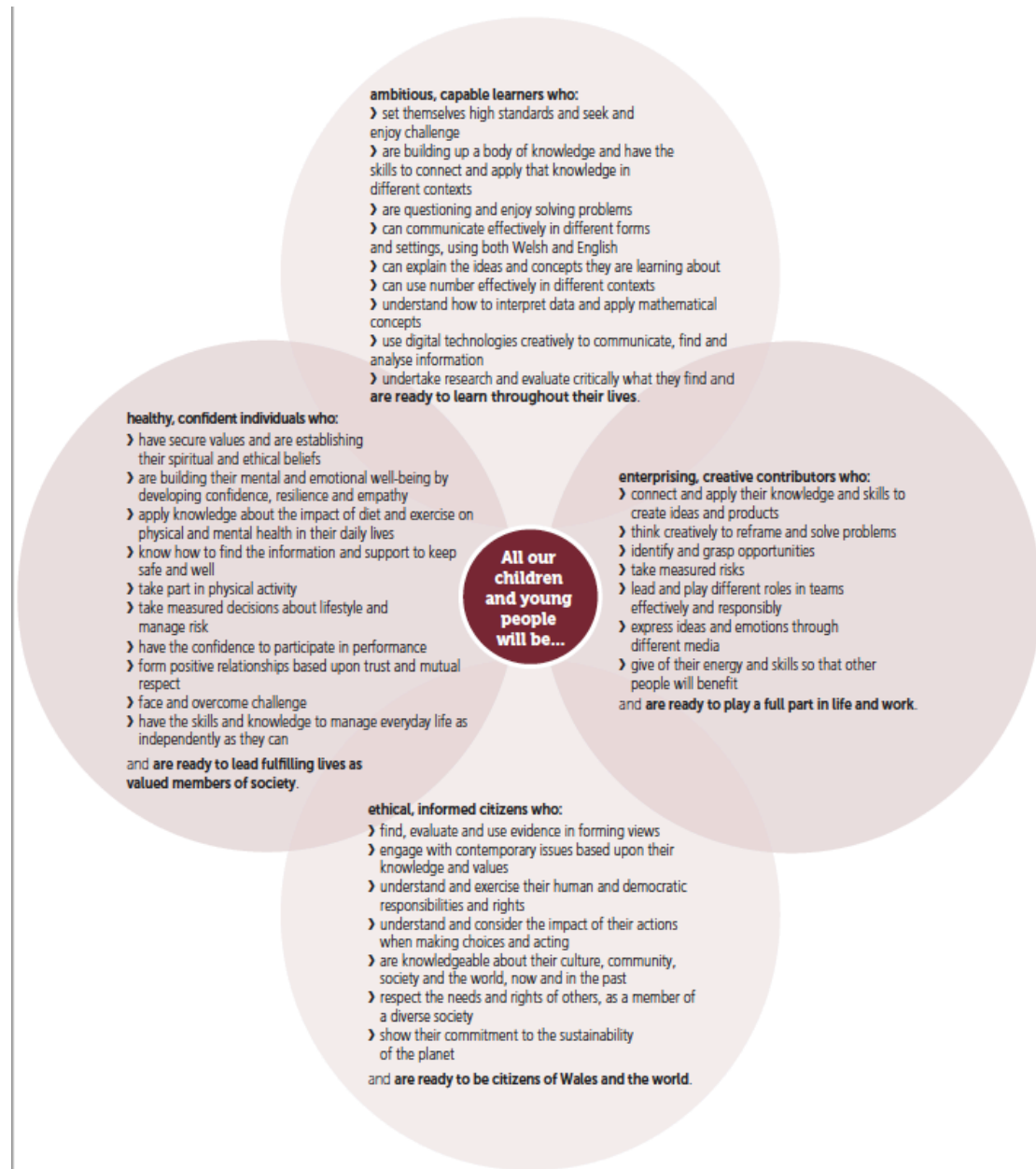
theoretical areas, which will therefore support my role of the teacher when actually present in the classroom. Upon reflection, one possible next step or recommendation for the classroom teacher, in relation to using a seating plan, would be using pupil voice in addition. Many in the class may see using a seating plan as a negative punishment and therefore this builds poor relationship between teacher and student. However, there may be those who enjoy the structure of a daily seating plan. Using the technique of pupil voice, will allow for the children in the class to be valued and therefore could result in a popular solution for classroom behaviour. Lewis and Porter (2007) promote the importance of including the voices of children within research that is tried and tested in the classroom. They argue that allowing them to be involved in democratic decision-making will develop their interest and understanding in decisions affecting the world around them. They suggest that there is a growing development for research, which contains children feedback in order to develop next step. Inclusivity of all children in the classroom, allowing their opinions to be informed can make for more accurate research outcomes. In regards to the critical incident that has proceeded within the year five classroom, the use of seating plan has been critically analysed and reflected upon and therefore the next steps for the teacher to make an informed decision would be to understand the children's responses. If you examine the outcomes found by Sorrell (2019) when asking children what they found the best part of flexible seating, the response was mainly linked to sitting with friends, this could be a reflection of the response for the year five classroom in school X. Therefore, in this case the teacher could suggest a rotation of seating plans every other week allowing the children to sit by other members of the class i.e. different friends. This would also feed into the inclusivity of the whole classroom allowing positive relationships between all pupils to form.

To conclude in the methodology of finding and analysing a critical incident, a whole lesson was observed. From this, a small incident such as year five children sitting on the carpet in a pre planned seating order, was critically analysed and reflected upon. This included guided reflection outcomes in the form of an arc model, which was then translated into field areas of evaluation

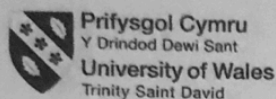
or study. Within this essay the themes of behaviour, standard of learning and well-being within the classroom in relation to the seating plan were considered, along with classroom management and layout of the classroom. All aspects were equally important and academically interesting in terms of being in favour or against seating plans, with my personal suggested solution looking to the pupils particular preference and feedback to evolve the next steps. Personally, this research project has been advantageous in my preparation for beginning my teaching journey. From this research I have been able to clearly understand the methods of classroom control and behaviour management along with classroom inclusivity and promoting lesson engagement. These are all areas in which I will have experience in throughout my teaching career and I am confident in my base knowledge of these topics upon completion of this essay. The Welsh Government document for teaching standards suggests that excellent teaching needs a high standard of professional learning, "The teacher consistently extends knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy." (Welsh Government, 2018, p.2) In completing this critical incident review I feel I am capable and have developed the skill to achieve this pedagogy within future teaching practice.

Appendix

1) 4 Purposes of the curriculum, Donaldson (2015, pg. 31)



2) Page 1: Observation field notes based on critical incident



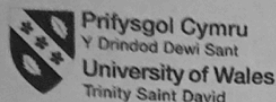
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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	2 / 10 / 19
Lesson details:	Pre lesson. Starter task on the carpet with the whole class. Whiteboards were used to complete mental maths and English challenges based on topic. Tasks were completed collaboratively - 2 share whiteboards
Classroom culture (Are the students focused on learning?)	All the children were excited to be using the whiteboards - took a little while for them to settle down - finding working pens, etc but once settled most seemed to be engaging with the task.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Secret Squirrel Strategy was used - teacher put up a task on the board and the children were to work together to find the answer and show the teacher their results. Teacher then gives instant feedback to answers
Direction (Are the students clear about what they are doing and how to do it well?)	All children are familiar with the task and how it works both independently and collaboratively. All children have a clear objective and complete the task with little question or support needed.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All children have access to the challenge in some form - working in pairs however some of the children in the pairs were more dominant than others - this resulted in some not having much opportunity to answer themselves. Some who found the task difficult tended to fall behind.

2) Page 2: Observation field notes based on critical incident



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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?

Before the children started writing the teacher gave an example on the whiteboard i.e. connectives in a sentence. The children were asked verbally if they understood to which they agreed. The nature of the task allowed for the teacher to check answers and give feedback as they went along, allowing for reflection and progress to be made as the children move through the task. The ability for children to amend answers showed the teacher a general idea for understanding.

Specifics / Critical Incidents

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

- * At the start of the task the teacher realised that children had sat anywhere they wanted on the mat, she proceeded to show them her desired seating plan on the board making the children move to their specific 'spots'.
- * Struggling children were copying each other to get the right answer before showing the teacher.
- * Working on times tables - one child wrote out whole times table on board rather than individual answers.
- * AFL - Praise given regularly, questions asked to challenge and engage all children.

3) ARC model reflecting upon critical incident

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

Dyddiad/Date: ~~20/09/2019~~ 21/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Each child given a spot to sit on.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Giving each child in the classroom a specific spot to sit on - interesting for year 5 classroom (on the floor) This is interesting and effective form of behaviour management - teacher also pointed out it gives more vulnerable children better sense of security - well-being.
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?"	- Allows the children to engage with the task at hand and improves behaviour in the classroom. - Gives clear structure to the child's day - regularity - Gives sense of continuity/regularity/security
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?"	With a seating arrangement there is always room for change/development - if the teacher notices that two children aren't getting on next to each other then they can be swapped. It is important however, that they get used to one plan for the long term future - this cuts out all confusion and fuss - moving around the carpet.
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?"	Giving the children a spot to sit on initially shows to the class a sense of control by the teacher. As long as behaviour is not up to standard, then the spots can be continued - as the children mature then less restriction on sitting can be adopted. It is interesting that a year 5 class sit on the floor in the first place - a reward for good behaviour could be more freedom in sitting choices for lesson intro.
Y profiad newydd / Transformed experience	

4) Page 1: Observation field notes – Year five maths lesson

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OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date: 26/9/19	
Lesson details: - Maths lesson - to compare numbers to 1,000,000 - Adding and subtracting numbers focusing on thousands, hundreds of thousands, tens of thousands - deciphering mathematical language.	
Classroom culture (Are the students focused on learning?) - All students were aware and engaged with the teacher upon entering the classroom - children were to be settled before entering - General culture of the classroom was relaxed with the expectation of full engagement/answering questions + silent when the teacher is talking	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Purpose of the lesson is to reinforce understanding of place numbers - Cross methods - using place numbers to add + subtract (long addition) thousands, tens of thousands and hundreds of thousands.	
Direction (Are the students clear about what they are doing and how to do it well?) The classroom runs in the form of a carousel. Teacher works closely with a focus group task - this was mixed ability - the task was explained and they were disposed to independently complete the work - they split into smaller working groups to help each other. Two other groups were independent working - mathematics on the computer and deciphering word maths task - both completed task.	*effectively and evidence of which was uploaded on to the class see saw app. - all children were effectively on task.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Main focus group worked with the teacher on challenging examples from the activity they will be completing - teacher used discussion methods and AFL - using wrong answer to correct future learning - most children on the carpet were engaged - some with AN found concentration more difficult in both the focus group and task. All work was differentiated to child's individual needs.	

4) Page 2: Observation field notes – Year five maths lesson

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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?	
Throughout the focus group sat on the carpet the teacher used many open ended questions / blank questions where the children would fill in the answers - Children were very rarely called upon by name but rather the teacher would accept any answers given. From the collaborative learning and discussion during the focus group it seemed the consensus for understanding was overall good. As soon as the children were sent to task teacher focused on the lower ability children asking regularly if they needed support and helping to make sure they were using right methods. During the task the teacher called to other groups to see how they were 'getting on' and regularly checked work throughout and after giving individual praise and targets for each child.	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?	
* Within the focus task on the floor it was interesting to see how the children were sitting - one child was sat not fully on the floor - feet off ground with a jumper over her legs - consider levels of learning - teacher told her to sit ~~correct~~ properly - is there a specific way that children can learn? Should they be allowed to sit how they want - does this improve or worsen engagement? * AFL strategies - some children raised their hands - often teacher chose to ask those who did not - promote engagement or not - should you call upon children who don't want to answer? * Working in groups - collaborative learning AFL. * Class doing independent task told to upload as to see how - does this give a good idea of understanding - teacher not actually seeing physical work. * Visual learning strategies - folding activity sheet over - using a whiteboard - learning styles * Class asked to chat to their partner about the answer - ~~other~~ group did not chat straight away were reluctant to talk - should they be made to in maths - hard for some - hard to talk about ↳ Class were expected to be silent whilst learning - when asked to chat this contradicted this - could be confusing to them.	

5) ARC reflection year five maths lesson

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Learning Style - sitting on the carpet for focus task learning.

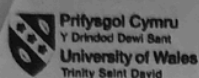
Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	This was observed during the focus group task on the carpet. All the children were sitting facing the teacher who was at eye level - one child sat rocking back with her feet off the floor + jumper pulled over them - She was asked to sit nicely I felt that could have been most effective / comfortable way for her.
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?"	When the teacher began talking the child sat still fully engaged with the themes of the lesson - She was asked to sit nicely to which she replied I am cold - this could have shifted the focus for her from the task to the feeling of her being cold - Should anyone tell us how to sit to most effectively learn.
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?"	Depending on the child engagement could be increased by the surrounding environment / way they are sitting - some learn better standing up - some learn better when it is split up in smaller activities or sat at a table etc. Understanding the class and what works best for them and allowing them to learn in this style would be most effective.
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?"	In this situation it is clear that the child does not want to sit crossed legged on the floor naturally so for the focus group possible progression could be a more active task - Smaller AFL task included throughout - Movement may divert her focus from her comfort to more of the task.
Y profiad newydd / Transformed experience	

* her to be engaged with the lesson - it made me question should we tell children how they should be sitting for them to be learning most effectively.

6) Observation field notes – Year five Japan Topic lesson

 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: 2/10/19	
Lesson details: Fact file / travel booklet for Japan. The children have been discussing and learning about Japan due to the world cup. Children used a travel booklet example to write their own persuasive travel introduction for Japan.	
Classroom culture (Are the students focused on learning?) Classroom ran in carousel effect, one fourstown, one on PC's and one collaborative task. Children found focus + collaborative task quite difficult as they were unsure of what to include in a travel booklet - this effected engagement negatively at times.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The objective of this lesson was to complete 2 A.H.I's for the topic - to write an introduction and to identify features of text. Along with this children were able and challenged to develop their use of vocabulary.	
Direction (Are the students clear about what they are doing and how to do it well?) When on the carpet for the introduction children gave accurate feedback and understanding to the task however, when sent to begin some needed lots of support and struggled with what they needed to produce.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students were able to engage with the topic from all areas of the carousel rotation. However children who found collaborative task + focus task tricky tended to need *	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher gives broken down instruction step by step for the focus task before task one and teacher then moved continuously around the room giving feedback.	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? *AFL - in introduction children were asked to discuss with their partners the topic on the whiteboard. *Teacher pauses/uses silence as a behaviour control technique - social ques to get childrens attention. *Task carousel around the room - engagement / behaviour technique *Focus task children separate tables and were in small groups of two - one child asks the other 'okay can you help me' - collaborative learning whilst teacher is busy.	
* Extra support, pushing on to achieve the desired outcome. The task was not differentiated in terms of challenge level however the level of outcome was accepted / differentiated based on the child. * and sitting for periods of time with those who need support.	

7) ARC reflection- Year five Japan Topic lesson



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: ~~22/09/2019~~ 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher uses silent pauses as behaviour strat.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	When in the classroom this technique was interesting. The teacher regularly uses pauses and silence to make the children aware one is not happy with behaviour / ready to move on. For most in the class this is effective - they can read facial expression + body language - interesting concept with A.C.W. children.
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?"	The teacher used this technique throughout the lesson in many contexts. She used pauses at the end of questions to prompt class thinking and gain an understanding of class knowledge/ understanding. It was also used to gain control of the class and make it clear that behaviour needed to change - they understood this soon and quickly and effectively.
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?"	This technique seemed very effective in questioning on the carpet, the children were engaged fully with the teacher and wanted to know/ find out the answer. It also worked as a behaviour management as a warning to alter behaviour before the teacher raises her voice. As the children are year 5 they are used to and can understand this.
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 next step for this strategy could be developing understanding of social ques in terms of real life. For example as lining up, learning to take turns, not interrupting etc.
Y profiad newydd / Transformed experience	

8) Page 1: Observation field notes –Year four lesson on relationships

	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: 25/9/19		
Lesson details: This lesson was built around previous work the children have done about relationships. Children were asked to develop language to create a pyramid poem about ~~their~~ what makes a good relationship.		
Classroom culture (Are the students focused on learning?) The culture in this classroom was very free flowing and energetic throughout the task. Children not in the focus group completing independent tasks were free to sit and work wherever was comfortable for them. The focus group was also able to do this, meaning some completed most of their writing lying down.		
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The objects of the lesson was to focus on correct and mature language to represent their feelings towards a good relationship. This lesson was cross curricular linking into thinking about their well being also. In prep for the task the children had worked collaboratively to think of words to use.		
Direction (Are the students clear about what they are doing and how to do it well?) The focus group task was discussed on the carpet and explained thoroughly to the class using lots of questions and examples on the board. The teacher asked if they had any ideas and she wrote them first later rubbing them out so they couldn't use them to copy from. She emphasised the use of wold words and to refer back to previous knowledge and work on the subject to help them.		
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) To challenge the children she asked them for existing examples and used questioning to further develop thinking. The independent task as the computer was to create a power point on their top 5 relationships. This challenged and engaged the children to consider who is important to them and why and to think outside of the box for example one of the children chose to write about their dog.		

8) Page 2: Observation field notes –Year four lesson on relationships

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	* work and again ensure that all children understood the task. Specifically its strengths.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher worked closely with the four group throughout the task asking ~~repeated~~ questions regularly to encourage imagination and creativity. At one stage she used an example a child gave of resilience as this is a learning disposition in the school but not necessarily a task she praised the recognition of this word then ensured the children understood why not to use it and to use other exciting language. The teacher movements throughout the room made sure that all children understood and were on task. The teacher was very energetic in moving around the room in circles stopping to check if every child on task understood. At the end of the lesson the teacher used 'Shout out' strategy to praise.		
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? * The teacher used lots of hand gestures/facial expressions / variation in the tone of her voice - made the task much more exciting and engaged the children more. * Use of questioning to clarify rules and behaviour rather than correcting or reprimanding. * Late coming child putting her belongings away - another child came to help her and explain the task to her independently - well-being, belonging reflective of the classroom. * Children were able to complete their work anywhere and in any position they wanted i.e. lying down. * Teacher was very energetic with movements up and down, circling the room encouraging engagement, giving support - praising regularly, giving feedback - AFL.		

9) ARC reflection model –Year four lesson on relationships

Prifysgol Cymru
Y Ddodol Dewi Sant
University of Wales
Trefy Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 25/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Late child supported by class members

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	This was a very heart warming experience to witness in the classroom. One child arrived as the task was set so was unaware of what to do, one of her peers instantly came over to her to explain the task and help her - links to well-being, inclusivity, collaborative learning.
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?"	In the context of learning this incident was collaborative and shows clear understanding of the task. Having the child be able to clearly explain the task to the late child shows depth of learning. This supports the classroom 3 before me rule - learning to peers regularly for help before directly asking the teacher.
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 encouragement of regular collaboration and the idea of well being within is actively developed every morning in active start will help to develop children's knowledge understanding, emotional understanding and ethical choices link perfectly with Donaldson's principles to become a well rounded learner.
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 next step for this is to encourage it further and possibly achieve whole class well being at the core of the class. As children get older falling out becomes more regular, teaching children the importance of supporting each other will positively affect their educational journey through life.
Y profiad newydd / Transformed experience	

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