

Observations in School X

Record 1

Date and time, year group:

26/09/2022

09:30

29 children in the class.

Year 5

Where and When: Context of the observation – subject/AOLE, general classroom context

Maths lesson inside the class room

Classroom layout-

- Grouped tables – 5/6 children on each table. Children grouped in chosen seats from the start of the year. Teacher making slight adjustments when necessary.
- Class is a medium size with enough room to move around. Children have trays attached to underneath of their table for easy access to belongings such as reading book, own whiteboard and stationary.

AoLE – Mathematics - Adding with Decimals

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

Children were given the option of three challenges for mathematics - Adding with Decimals. The maths challenges were differentiated using a Medium, Hot or Spicy rating.

Teacher A discussed each worksheet and how they wanted the answers set out. The children were directed to complete 5 questions then self-mark using the answer sheet. They were then reminded to use the Learning Zone bullseye display throughout their lesson. This was where the children moved the pictures of themselves to the correct zone depending on where they felt their learning was. These were: Panic Zone, Learning Zone or Comfort Zone – this was so that the children were able to self-assess where their learning was.

Child A was seen at the start of the lesson tapping his ruler against the table – seemingly disengaged in the introduction.

After the introduction. Child A chose the Medium challenge for the maths activity. Child A checked their answers after completing 5 of the questions and had them all correct. Child A moved their picture on the target display so that they were on the comfort zone. Child A continued their work after self-assessing and at the end of the lesson they had all 28 answers correct. At the end of the lesson Child A told the teacher that they wanted to try the Hot challenge next time to push themselves further so that they could go back in the learning zone.

During the lesson, Teacher A was seen checking in on students through regular pit stops – making sure the children understood what they were doing. Teacher A was also seen using questioning to check the children's understanding of the lesson and made sure that they were available to answer questions from the children.

Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider?

Children within the class were allowed to choose the challenge they felt were appropriate for them – This has made the observer critically think about pupils being given a pupil voice and having an active role in their learning process which the researcher felt linked to the constructivist theory.

Teacher A used self-assess throughout lesson with marking their own work as well using the Learning Zones bullseye display to be able to identify where the children felt they were with their own learning. This has made the observer want to research more about Formative assessment within the Assessment for Learning.

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit – the more you can refer to the better here)

- The lesson was straight after assembly on a Monday morning.
- Some children were low level disruptions – chatting, nudging each other, playing with pencil cases.
- Children were whispering during the discussion of the challenges. Teacher A addressed to the class that they could hear whispering.
- During activity – children were talking a lot – however, they were sharing sheets which resulted in conversations being needed.

Questions the observer asked:

How have you grouped your children within the class?

Teacher A said that they were sat in seats that they chose at the start of the school year. There has been slight changes to determine who works better together.

What Learning zone bullseye do you hope that the children are in?

Teacher A discussed how they should be on the learning zone and if they were in the comfort zone throughout the whole lesson then the work they are completing may not be challenging enough. Teacher A explained that the learning zone is where they aim for the children to be. If they are in the panic zone then the work is too hard. If they are in the comfort zone then it is too easy.

Record 2

Date and time, year group:

26/09/2022

13:45

30 children in the class.

Year 2

Where and When: Context of the observation – subject/AOLE, general classroom context

P.e outside

Outdoor area:

- Children were doing P.E outdoors on a large astroturf area

AoLE - Health and Well-being – P.E

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

The observer noticed that prior to P.E Child A was spoken to several times by Teacher A about using their listening skills and being on task.

Child A was observed lining up against the wall with the other children ready for the P.E warm up game 'dishes and domes' to begin. Teacher A was explaining the aim of the game. Child A was using his finger to draw in the sand on the astroturf. Teacher A ignored this behaviour. Child A was telling other children to do the same, in which they did. Teacher A asked Child A to move to the end of the line and gave them a warning that if they couldn't listen, they would have to sit out. Child A moved and continued to draw in the sand. Teacher A asked Child A to sit out of the P.E game until they could listen. Child A did not seem phased about having to sit out – they just walked to the corner of the astroturf without commenting. Teacher A asked Child A if they were ready to listen and be ready to play the game. Child A rejoined the class for the second round of the game.

Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider?

This incident has made the observer want to research more about behaviour management and the strategies used for example the logical consequences model.

It also made the observer want to understand maybe why Child A had been spoken to several times before P.E and during P.E - if there were reasons behind this – for example, were there any issues during lunch time that has resorted in the lack of listening and attention from Child A.

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

- Lesson was in the afternoon roughly 30 minutes after lunch time
- It was outdoors in a large open space
- The weather kept raining on and off
- There were two classes doing P.E together – resulting in 57 children taking part.

Questions the observer asked:

Do you have a class behaviour reward system?

Teacher A discussed the 'VIP Jar' system that the children and teacher both created together. The children are rewarded with their good behaviour by their name being added to a jar. On a Friday a name is picked from the jar and the following week that child is the class VIP. Teacher A explained how the children chose the rewards that the VIP person would receive, these were things such as being first in the line for dinner, sitting on a special seat in the classroom and wearing a VIP lanyard.

Other questions the observer feels they could have asked were:

Did you have to speak to Child A about their behaviour during the morning session or was it only the afternoon/is it a common occurrence to speak to Child A about listening skills and being on task.

Do all children get the opportunity to be the class VIP?

What happens if the same child's name is pulled out of the jar each week?

Record 3

Date and time, year group:

27/09/2022

9:45am

23 children in the class.

Year 6

Where and When: Context of the observation – subject/AOLE, general classroom context

Mathematics lesson within the class room

Classroom layout

- 4 large tables in the class with variety of 6, 7 & 8 children on each.
- Children are seated in friends. However, Teacher A aims to move them around fortnightly so that they get the opportunity to sit with other peers.
- Class is a medium size with enough room to move around. Children have trays attached to underneath of their table for easy access to belongings such as reading book, whiteboards and stationary.
- During the lesson, there was a Teaching Assistant in the class supporting.

AoLE – Mathematics – Rounding numbers to the nearest 10,100 and 1,000.

What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work)

The observer noticed Child A had two sand timers on their desk. The observer asked what they were used for. Child A stated that they were easily distracted and always talks to their friends. Child A discussed how Teacher A gave them two timers. One time was for 5 minutes, the other for 1 minute. Child A turned the 5 minute timer over which meant they had to work constantly for 5 minutes. When the 5 minutes was over, Child A turned the 1 minute timer over. Child A stated that this was the time they could use for their 'brain break'. After the 1 minute timer finished, Child A turned the 5 minute timer over and continued their work. Child A was observed repeating this strategy over the duration of the 60 minute maths lesson.

Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider?

The observer feels that this could be an interesting approach in researching behaviour management. Such as the behaviour model – Reality Therapy in which classroom management strategies are used to aid children to make better choices.

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

- The classroom is busy with children using laptops/ipads for this maths activity
- Child A sits at the front of the classroom with 4 other peers on their table
- There was minimal noise distractions from others in the class
- Child A has access to the tray underneath the table in which they keep some personal belongings such as pens, pencils, whiteboards and reading books.

Questions the observer asked:

How long has Child A been using the timers for and is it improving their ability to concentrate on the task? Teacher A stated that it was implemented last week to see if it would work, on a trial-and-error basis. Teacher A stated since the first time they gave them to Child A, Child A has accessed the timers themselves. Teacher A explained how Child A believes it helps them and that if they feel it helps then why not let Child A use them. Teacher A said that they have seen an improvement in the amount of work being produced although does notice sometimes that Child A watches the 5-minute timer as it is coming to the end.