

Appendices

Appendix A

Date and time, year group

Year 4, Mainstream class, 9:30AM

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

Wednesday Morning, Literacy language and communication lesson on inferences. One Teaching Assistant/ Learning Support Officer is present in the classroom. Learners are sat on tables of their ability. At the back of the class higher ability, on the left lower ability with the TA/LSO's support. One table of mixed ability, and at the front sat a visually impaired learner using an oracle.

What Happened: A detailed description of the critical incident.

Whilst the teacher is giving instructions, a high-ability learner sat on a single-sex table, turns her back on the teacher and looks at the display on the wall behind her, which is a class charter- this continued for quite some time until another learner handed her her book. This brought the learner's attention back into the class. 8 minutes and 38 seconds into the observation.

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

The display is the busiest in the room and classroom environment: it's in a dyslexia friendly typeface and has a hessian backdrop. The pupil to the right of the learner is absent from her seat. Other learners are walking around the class gathering resources. As her book was handed to her, the teacher was handing out shoes, at first, she seemed excited- her peers remained excited yet her excitement quickly left, and she began taking a role of responsibility in the class, directing another learner who is handing out books where the pupils are sat. Throughout the session The learner was observed with her head in her hands, yawning, swinging on her chair whilst disinterested in the “Class Dojo” reward scheme, playing and at times eating her own hair. Distracted by the noise coming from the corridor and disengaged with her table and the teacher when he attended the table to discuss the work. This could have links to attention, the learner being challenged to her ability. The incident could be linked to Montessori and the effective use of the classroom environment. Also link in “Successful Futures.” Potential reasons for the distraction, “Under the hood” and areas to research are: sufficient needs being met- appropriate sleep and food, is there a new sibling which could explain the yawning, attachment theories, the role of responsibility and the learner being a young carer and potential adverse childhood learning experiences at home which are affecting the learners attention.

Notes:

Door next to the learners' table is open and visible into the corridor, at times people can be seen outside and chatting. The higher-ability girls on the table became distracted and were observed a few times looking out into the corridor. The lesson was the first task of the day. The teacher had given clear instructions on what they needed to complete the task and the resources they needed.

Appendix B

Date and time, year group

Year 4, Mainstream class, 9:30AM

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

Wednesday Morning, Literacy language and communication lesson on inferences. One Teaching Assistant/ Learning Support Officer is present in the classroom. Learners are sat on tables of their ability. At the back of the class higher ability, on the left lower ability with the TA/LSO's support. One table of mixed ability, and at the front sat a visually impaired learner using an oracle.

What Happened: A detailed description of the critical incident.

High-ability learner sat on a single sex table with two other learners. is observed, being disinterested in the lesson, having little to no eye contact with the teacher or the digital board. At one point, the learner is observed drawing on his hand and licking it off and at times biting his fingers. The learner engages with the AFL hands up showing that he is understanding what is being taught despite what seems a lack of engagement.

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

The way in which information is processed would be a first avenue of exploration, due to the learner showing an understanding and sitting on a high-ability table. The learner is observed having active discussions with the peer next to him, this again might link to information processing as he could potentially be understanding the information from his peer more so than the teacher's instructions. Potentially alternative learning needs particularly attention deficit disorders. Consider adverse childhood learning experiences and ethnic minorities. Potentially a slight language barrier- supports the information processing that he receives from his peer. Attachment theories, particularly avoidant attachment. Sensory experiences from drawing on his skin and seeking comfort in the classroom in doing so.

Notes:

Classroom door is open into the corridor. This was the learners first task of the day. Learner was observed chatting to the learner sitting next to him, but not opposite him, who was a new learner to the classroom. Teacher had given clear instructions about the task and the resources they needed.