

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.

Teaching is a complex profession requiring theoretical underpinning to every action, and every plan (Gibbs, 2002; Krokfors et al., 2011; Donaldson, 2015). To supplement the theory, teaching should be research-based, research-informed, evaluative and reflective (Donaldson, 2015; Webster and Whelen, 2019). Arguably, the ability to reflect upon oneself in terms of performance and outcome is the most important skill in teaching (Webster and Whelen, 2019). At this current time, education in Wales is undergoing huge change in the form of a curriculum reform. The new curriculum, based upon recommendations from Graham Donaldson (2015) and his work *Successful Futures*. This assignment will investigate and analyse one observed critical incident (Tripp, 2012), relating back to Donaldson's (2015) four purposes of education alongside literature. Furthermore, the assignment will suggest recommendations for future practice and discuss the role of critical reflection using models from Schön (1991) and Kolb (1984).

The observation took place in a primary school located in a small town in South Wales. The school is a Roman Catholic faith school which serves children from across the Vale of Glamorgan. The primary school currently has 222 pupils on roll across seven single-aged classes with a single form entry. There is a nursery on site which shares a building with an external additional learning needs (ALN) unit (reference omitted to ensure anonymity). The school is in an affluent area of South Wales and this is highlighted in statistics – the number of pupils receiving free school meals (FSM) is below the national average at 12.1% (reference omitted to ensure anonymity). The school received a rating 'Good' for current performance and 'Good' for prospects in improvement, in their last inspection by Estyn (reference omitted to ensure anonymity). The school is a pioneer school for the new curriculum and is working closely with Impact Wales throughout their transition (reference omitted to ensure anonymity). The witnessed critical incident occurred in an observation within a Year 2, foundation phase class of approximately 30 children. Within the class there is one child who is classified as English as an Additional Language (EAL) and one child who is classed as ALN for autistic spectrum condition (reference omitted to ensure anonymity). It is unknown as to how many of the children are FSM.

A critical incident can be described as a seemingly insignificant occurrence or behaviour within the classroom which can be critically analysed to become more significant (Tripp, 2012). The

critical incident concerned a Year 2 pupil in the aforementioned school. The learner was displaying traits of a more able and talented (MAT) pupil. They were disengaged from the teacher input and became disruptive. Suggested reasons, implications and solutions will be discussed further in this assignment.

The critical incident was observed using a case-study observation methodology. This method of research consists of data gathered by a researcher directly recording behaviours displayed by participants (Kumar, 2019). The observation was conducted as a non-participant, overt method of observation. This involved the observer being known to the pupils in the class as well as the teacher. The class teacher was aware of the observation, what the observer(s) were looking for and the purpose of the observation. However, the children did not know for what they were being observed for, or why they were being observed, just that they were. A weakness of this model is that the teacher could display *social desirability bias*, whereby they are fully aware of the situation and therefore modify their behaviour to reflect what they believe is desirable (Cohen, Manion and Morrison, 2002; Kaminska and Foulsham, 2013). Despite the possible weakness, it can be suggested that the method used is the most appropriate as the children were the participants being observed and they were unaware of the research. Furthermore, the nature of the observation was to witness a critical incident to analyse further and this would be largely unaffected by social desirability bias.

This method of research is a cross-sectional snapshot observation; the observation is reflective of the behaviours displayed at one particular point in time. Therefore, the displayed behaviour – the critical incident – can only be generalisable to that particular pupil, at that particular point of their schooling (Cohen, Manion and Morrison, 2002; Tripp, 2012; Kumar, 2019). However, to conduct a longitudinal study would be inappropriate for the observation of a critical incident due to the nature of such. The findings and conclusions drawn for the incident can only be hypothetically applied to the specific observed behaviour.

A significant limitation of the observational method is the Hawthorne effect. Although this is similar to social desirability bias, it is more profound. The Hawthorne effect is whereby the individuals who are being observed change their behaviour because they are being observed (Diaper, 1990; Sedgewick and Greenwood, 2015). This is not necessarily 'positive' behaviour change which defines social desirability bias (Kaminska and Foulsham, 2013). The pupils in the observed lesson knew they were being observed having been informed by their teacher. Furthermore, there were three known observers in the classroom writing on clipboards, a constant visual reminder for the pupils. These factors could contribute significantly to the Hawthorne effect.

The data collected was a qualitative written prose of information gathered in the observation. Both strengths and weaknesses of the data type arise. From the use of qualitative data, more depth and detail can be recorded into the critical incident. However, the use of qualitative over quantitative data can lead to less objectivity and show subjectivity from the researcher (Cohen, Manion and Morrison, 2002). Furthermore, the assignment required an Assisted Reflective Conclusions (ARC) model (Appendices 2,4,6,8), within which thoughts and feelings are recorded. This creates an emotive element to the observation which could create further bias in subjectivity (Cochran and Rubin, 1973).

The observation formed the basis of this assignment in the form of a critical incident case study. The use of a case study allows for in-depth evaluation of an individual learner. This can give insight into how a learner is thinking and why they are displaying the behaviours they are (Kumar, 2019). Despite the limitation of a lack of generalisability in the method (Cohen, Manion and Morrison, 2002), the case study is the appropriate method to use to critically analyse a single occurrence of behaviour, i.e. a critical incident (Tripp, 2012).

This assignment has focussed on Donaldson's pedagogical recommendations written in the *Successful Futures* report (2015). Within the report, a recommendation is made that all practice should be '*evidence-based*' upon best, shared practice from across Wales, and indeed, the world. Evidence is wholly dependent on research, without research, there would be no evidence to draw on. This supports the importance of observational research being conducted across schools. Furthermore, Graham Donaldson (2015) suggested the new curriculum for Wales incorporates four core purposes to develop:

"ambitious, capable learners ready to learn throughout their lives;
enterprising, creative contributors ready to play a full part in life and work;
healthy, confident individuals ready to lead fulfilling lives as valued members of society;
ethical, informed citizens ready to be citizens of Wales and the world."

(Donaldson, 2015 pg. 29)

From observation, there are two clear defined links to these four purposes, these are '*capable*' and '*confident*'. However, through further analysis, it is evident there are more links to Donaldson's (2015) four purposes. The four purposes are umbrella terms with several, more specific examples of what the individual should be able to achieve. These allowed for more insight into the potential links. These links will be discussed further at the appropriate points during the assignment.

The constructivist theory of learning is particularly relevant when discussing the critical incident – it delves into knowledge acquisition and therefore allows for conclusions to be made on how to best support a MAT child. Despite the theory being largely developed throughout the nineteenth and twentieth centuries, it is still researched and debated upon in current literature (Piaget, 1954, McPhail, 2015). This theory suggests that everyone is born with an innate base of knowledge which can be described as the foundation to the individual's lifetime accumulation of knowledge and understanding of the world (Schraw, 2006). Constructivists go on to suggest that all acquired knowledge is built upon to existing prior knowledge (Alexander and Winne, 2006).

Psychosocial research has begun to gain biological underpinning in the form of neuroscience. This research gains insight into the theory of memory formation. When a learner acquires new learning through knowledge acquisition or cognitive engagement the information is stored into the short-term memory. The information is then processed through the hippocampus whereby if the new information is deemed to be of value, sent onto the long-term memory, ready to be accessed when needed (Bear et al., 2015). Memory of both knowledge and experiences vary between each individual occurrence. If a memory has stronger emotive hold or is of a significant value to the individual, the longer the memory will last (Schraw, 2006). A particular theory of constructivism focuses on *active engagement*. This involves the process of using concrete materials or physically completing a task to solve a cognitive problem. Active engagement is a process which uses more neurons in the brain to complete the task, which in turn commits more information to long-term memory (Bear et al., 2015). Furthermore, it is theorised that the interaction between cognition and life experience creates meaning to the knowledge acquisition and therefore creates longer lasting, emotive memories (Bodner, 1986; Bear et al., 2015; MacBlain and Gray, 2015).

Both the psychological and biological research into the constructivist theories can give insight for a teacher into how their pupils learn. Furthermore, to implement Donaldson's (2015) core principles, the teacher must have knowledge of how their pupils learn. This knowledge enables the teacher to facilitating the learning of all pupils - promoting knowledge acquisition and ensuring information retention. This theory of learning can be useful in its application to MAT pupils. There is research to suggest that in some instances, the more able pupils are not making the same level of progress as their lesser able peers (Smith, 2005; Smith and Campbell, 2016). This could be due to the fact that the more able pupils are being over-looked because they are achieving national standards with ease and the teacher feels they must bring the rest of the class up to national standard (Goodhew, 2009). Another possible reason for the

lesser progress could be due to challenge from the task, encouragement from the teacher or a lack of motivation from the MAT pupil to learn (Campbell, 2016; Bakx, 2019).

Piaget (1954) theorises that to gain conceptual understanding of new information, the individual must establish *equilibration*. This is the balance between internal cognition and external input. To learn, an individual must be in *dis-equilibration*. The imbalance is what stimulates interest and motivation into understanding the concept and strive for the equilibration. If the new information or concept does not create enough dis-equilibration, this will create too little cognitive stimulation, therefore reducing the amount of information being stored into the long-term memory (Bear et al., 2015). This supports the statements of more able pupils making lesser progress than their peers (Smith, 2005; Smith and Campbell, 2016). Therefore, it can be suggested that teachers must be aware of the cognitive processes their pupils are undergoing to ensure they are best facilitating the learning, and information recall, for their pupils (Nuthall and Alton-Lee, 1990; Gibbs, 2002).

Studies have shown that up to 50% of high ability pupils don't reach their full academic potential (Morisano and Shore, 2010). A lack of motivation among high ability pupils is one suggested reason as to why this is the case (Driessen et al., 2007). A theory of motivation that can be applied in relevance to the critical incident is the self-determination theory (SDT) (Ryan and Deci, 2001). SDT theorises that teaching should support the needs of the pupils to both gain and maintain motivation towards their learning (Stroet et al., 2013). Furthermore, SDT describes three basic psychological needs: *relatedness*, *autonomy* and *competence*. These three needs must be supported to ensure pupils are motivated to learn (Ryan and Deci, 2006). Hornstra (et al., 2015) suggests that the high ability pupils will have '*specific educational needs*' to their peers therefore teachers can find it challenging to support these pupils in relation to their autonomic needs.

Another theory for amotivation is due to a fixed mindset (Dweck, 2013). Research has shown that a view of intelligence as a fixed trait can be a significant contributor to a lack of motivation. This can be enhanced through praise for academic achievement. However, if a pupil is praised for cognitive processes rather than the outcome, this can create a view that intelligence is a changeable trait, therefore, resulting in more motivation and a '*growth mindset*' (Haimovitz and Dweck, 2017). This can be related in context to the critical incident, and can be seen as a significant theory when considering how to best support a disengaged, unmotivated, high ability pupil. The amotivation of a pupil has strong links to Donaldson's (2015) core purposes. Under the umbrella term of *ambitious capable learners*, lies a point about pupils actively seeking challenge. If a pupil is unmotivated for learning, it could be said that they should be

introduced to the concept of independence in seeking out challenge for themselves. This could be a key solution to achieving Donaldson's (2015) purposes and progressing the individuals learning and development.

Another key factor of the critical incident could be said to be the behavioural issues that arose through the disengagement and amotivation of the pupil. It can be suggested that boredom is a key contributor to these issues (Welsh Government, 2010; Cowley, 2014). Classrooms are experiencing more frequent low-level disruptions as the most significant behavioural issue and research suggest that this is due to a combination of amotivation and boredom (Watkins and Wagner, 2000; Cowley, 2014). Canter (2010) suggests that the boredom arises through a lack of stimulation in the school environment compared to technology-based recreational activities. It could be suggested that multiple methods should be used to enhance engagement in the task (Van Der Meij and De Jong, 2006) However, a learning environment that consists of too much stimuli can distract the pupil from the task given. If the classroom has too many displays and activities set out waiting, the pupil could easily become overwhelmed therefore not fully engaging with the teacher (Dixon et al., 2006). This could be observed in the critical incident, the MAT pupil was reaching up and grabbing at items close to them which were not involved in that part of the lesson, and part of the continuous provision. This highlights the relevance and potential application of (Dixon et al., 2006) research into the classroom environment and pupil engagement. Although it would seem obvious to increase the stimuli present in learning activities, this is not always appropriate or possible, therefore the use of target setting can be a vital strategy to motivate pupils and in turn, reduce low level disruption (Cowley, 2014).

Despite target setting being presented as a successful solution to combat amotivation and boredom, they have several weaknesses and potential to be unsuccessful. Targets must be set at the appropriate level for the individual – a target set as either too easy, or too difficult, for a pupil will act as a demotivator (Duda and Nicholls, 1992). This can prove to be a challenge for the class teacher (Perry et al., 2018). Furthermore, the type of target set must be appropriate for the individual learner's needs. For example, a MAT pupil would not benefit from an attainment target, rather so a process or behavioural target (Morisano and Shore, 2010; Archer, 2018). As mentioned earlier, the MAT pupil may have a view of intelligence that it is fixed and perhaps is over-confident in their cognitive abilities (Haimovitz and Dweck, 2017). If a teacher were to set an attainment target, that perhaps would not stimulate any challenge or motivation, therefore, the benefit of target setting would not be presented in this scenario (Duda and Nicholls, 1992).

A strategy closely linked with target setting is the use of a rewards system. Rewards can be said to be particularly useful when trying to motivate a disengaged pupil and come hand in hand with target setting (Dweck, 2007; Cowley, 2014; Payne, 2015). The pupil discussed in the critical incident was showing behaviours of an individual who is not intrinsically motivated and needed extrinsic motivation. A disruptive behaviour displayed by the individual was to 'shout-out' to the teacher to gain confirmation and praise. Therefore, it could be suggested that the pupil was completing their learning activities to gain the extrinsic reward of praise. Praise can be described as a form of positive reinforcement and operant conditioning (Skinner, 1948). Positive reinforcement, when used successfully and consistently, can shape behaviours of an individual. For example, a teacher giving regular, consistent praise for a pupil for not disrupting their input can create a '*learned behaviour*' of the pupil not disrupting their lesson as their normal, learned behaviour (Bandura, 2010). Research has shown that this can be effective in the classroom context (Evans et al., 2003).

Assessment for learning (AfL) strategies could be another tool for improving motivation (Walters et al., 2017). The principles of AfL are that the learners are actively involved in their own learning through the use of feedback. There are four components of AfL: questioning, quality of talk, quality of feedback, peer and self-assessment. It could be suggested that the use of all of these elements can help a disengaged pupil (Stiggins, 2005; Walters et al., 2017). An AfL strategy called '*turn and talk*' whereby children are asked to discuss answers to an open question with a partner could prove useful in the given scenario. This has strong links to Vygotsky's (1930-1934/1978) theory of the zone of proximal development. This theory suggests that a learner has an optimal level of challenge and they must be within this to achieve the learning aim (Vygotsky, 1930-1934/1978; Harland, 2003). However, an individual can move through the use of a more knowledgeable other (MKO). The MAT child can be used as a MKO to support their peers in learning, therefore ingraining the MAT's knowledge into long term memory as well as benefiting others in a class (Stiggins, 2005; Bear et al., 2015).

Being a reflective practitioner is vital in teaching. The professional standards for teaching and leadership in Wales (2018) describe the need for reflective practice. Therefore it is important to discuss different reflective models. Although many reflective models exist, the aim of reflection remains constant – to evaluate to inform future practice (REF). The first model of reflection discussed in this assignment was developed by Schön (1991). This model describes two different forms of reflection: '*reflection in action*' and '*reflection on action*'. Reflection in action is immediate feedback and reflection occurring concurrently with the live practice. This creates opportunity for immediate change if required therefore can be considered the most

efficient type of reflection. However, this does not translate as the most effective type of reflection. A limitation to this particular type of reflection is that actions and reflection can be emotionally biased as the practitioner is experiencing the event at that moment in time. It can be difficult for the teacher to think objectively in that scenario (Zwozdiak-Myers, 2018). The other form of reflection described by Schön (1991), reflection on action, is conducted after the event has taken place. This type of reflection allows for the experience to be evaluated in retrospect therefore removing some emotive bias. However, it does not allow for direct change to the event that has occurred, only allowing for future change. It can be argued that these methods should be used in unison for the most positive impact on practice.

However, the reflective cycle which could be deemed most appropriate and beneficial for the observation of a critical incident is David Kolb's (1984) learning cycle. This consists of four stages and has an aim of drawing conclusions from different experiences and evaluation. It uses retrospective evaluation, comparable, albeit in more detailed stages, to Schön's (1991) reflection on action. The four stages are organised into a cyclical structure and are as follows:

1. *Concrete Experience*. This stage is whereby the learner experiences a concept, behaviour or practice for themselves. In the example of this assignment, that would be the classroom observation.
2. *Reflective Observation*. This stage is the evaluations of the experience made by the learner upon reflections of the concept, behaviour or practice. Within this stage, the learner should gain an understanding to the motives of particular occurrences. In this example, that would be the ARC reflections (Appendices 2,4,6,8).
3. *Abstract Conceptualization*. This stage consists of the learner drawing conclusions and suggesting recommendations for future practice. During this stage, the learner should draw upon research and support and recommendations from their peers. This assignment would fulfil this stage of reflection.
4. *Active Experimentation*. This stage is whereby the learner tries out the recommendations in either the same, or a new environment. This creates a new learning experience and therefore the cycle should start again from concrete experience.

This reflective model links directly to the professional standards for teaching and leadership in Wales (2018). The standards support all teaching staff to engage in personal and professional development based upon collaboration, reflection and evaluation to create a "sustainable research-led impact on all learners". This link secured my decision to use this model in my personal reflection both now and in future practice.

Upon reflection using Kolb's (1984) learning cycle, an evaluation of the critical incident can inform my personal future practice. As this assignment draws on the abstract conceptualisation stage, detailed research has been conducted into how I could prevent an incident of a disengaged MAT pupil. Strategies identified in reflection include target setting with extrinsic rewards upon achievement to increase levels of motivation. However, it must be considered that MAT pupils are not a homogenous group, rather so individual learners, with differing needs (Eyre, 2012).

This assignment has described and evaluated the method of observation within an educational setting in relation to a critical incident. Identified limitations with the methodology include: social desirability bias; emotive bias and subjectivity; and the Hawthorne effect. However, with all educational research, there are limitations such as the described, and observation is the most appropriate method of data collection for a critical incident. This assignment has looked into how learning theory can be applied to a critical incident to understand how and why a learner may be disengaged from a particular activity with a focus on motivation and behaviour. It has discussed possible strategies to combat amotivation such as target setting and the potential limitations in application. Links to drawn Donaldson's (2015) core purposes have been identified throughout, particularly relating to confidence and capability. It can be concluded that the role of the reflective practitioner is vital to teaching in Wales, and can have a direct positive impact upon children's learning and development.

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Appendix 1a:



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	2pm
Lesson details: Domain: The human body - immunisation + bacteria Science	
Classroom culture (Are the students focused on learning?) Engaging the pupils with telling stories - teachers niece broken collar bone - teacher with a broken arm. All children focussed. Children appear to show enthusiasm towards subject topic	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Objective on board: - immunisation + health. Activities all related: Doctors surgery, how do we stay healthy.	
Direction (Are the students clear about what they are doing and how to do it well?) Reminders at each station - voice clips + written. ↓ Success criteria on flash cards at each station. Teacher talked through objectives.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Time to think. Able student distracted. Too easy? Child struggling to concentrate: reading a book. Differentiation in focus task.	

Appendix 1b:



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

Turn and talk - retrieval practice (prior knowledge)

↳ teacher walking around to listen - asking questions to groups

Cold calling: choosing a child to answer. Building on answers with same child and with others in the class

Asking children to listen by saying 'I will ask a question in a minute' direct to that child.

'Can you all say the answer... 321'

Feedback to class

Teacher making her way around all areas - Asking open questions

Plenary - what have you learnt? — open, direct

Specifics / Critical Incidents

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

* MAT: disengaged from lesson. Fidgeting, reaching up, turning around

* child walking off (ALN) 'make a choice, seat or spot' 'good choice.'

* EAL given choice in participation
↳ to talk or to listen.

Appendix 2:

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26.9.19 2pm

Digwyddiad critigol (Ffocws)/Critical incident (focus): MAT pupil disengaged.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt frustration for both pupil and teacher. I was frustrated that other pupils were being distracted by this behaviour.
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?"	A very able pupil disengaged from the lesson. Fidgeting, reaching up, turning around and talking. However, very able to answer questions from teacher. Pupil distracting other children from listening.
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?"	Teacher intervening early. Moving the pupil away from another pupil who was encouraging the behaviour. (reducing the impact on other pupils) Teacher gave child a clipboard to write down what the teacher was saying - keeping hands busy.
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?"	A possible solution of differentiated questions to engage pupil. More turn + talk to keep child busy. Perhaps 'explain to class' and more open questions directed at pupils.
Y profiad newydd / Transformed experience	

Appendix 3a:

OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date:	2/10/19 9.30 Yr 2
Lesson details: Maths - addition.	
Classroom culture (Are the students focused on learning?) * start: children on carpet, focused on task. individual work on whiteboards. 'Track me' watching the teacher. Minimal disengagement - most on task & focussed ↳ MAT distracted. ↳ ALN not engaged.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) verbally reiterating the objectives (number sentences) LO - stuck in book, differentiated.	
Direction (Are the students clear about what they are doing and how to do it well?) Teacher checking children know what they are doing. Written signs with voice recorded clips to remind children what to do in continuous + enhanced provision children clear - no one asking what to do.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) EAL - 1:1 with TA • whole class counting together ALN - drawing on whiteboard. for a tricky question. - disengaged. children given freedom over the method. Allows all pupils to do it their own way. ∴ increases access.	

Appendix 3b:


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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?

AFL - checking how children are getting on whilst they're doing individual work.
 Showing the class an individual's good work - WAGOLL
 Going through answers - asking child with their hand up.
 → expanding, and explaining.

* Differentiation - written or concrete / tangible + whiteboard.
 → more AFL with lower ability
 using common misconceptions from previous lesson to form learning discussion.

Specifics / Critical Incidents

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

* Different methods, choice of how to do their work.
 * Extension task given to MAT
 * ALN: disengaged and drawing - not ~~completed~~ any maths.
 * MAT distracted during written task
 → distracting others however, being ignored in favour of task
 * large spider, proved to be a dramatic distraction, especially for ALN.

Appendix 4:

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- confident in finding solution. feel quite informed on the ALN (ASD).
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 disengaged from teacher input and also the focus task, enhanced & continuous provision. - drawing on whiteboard instead of doing maths. - wandering away from the task.
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?"	- Sat away from other children to minimise disruption - Child has their own chair - choice given to child - chronological instructions 'first, next' with visual timetable. - timed on board to aid
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?"	- Teacher did not always notice. Maybe TA to watch & prompt child. - less time to finish drawing (1 min instead of 5) as child found a new distracting task in that time.
Y profiad newydd / Transformed experience	

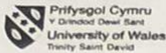
Appendix 5a:

 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 11.15am
Lesson details:	English: nouns, verbs, adjectives <u>Yr 2</u>
Classroom culture (Are the students focused on learning?)	Somewhat distracted from tasks, talking over, fidgeting, walking off (start of lesson) Shared reading of class created paragraph. More focus.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	TBAT: write a draft retelling of a text Using nouns, verbs, adjectives. Shared writing / class creating a paragraph together and picking out features
Direction (Are the students clear about what they are doing and how to do it well?)	Objective stuck in book, on main whiteboard and discussed about Mini boards + voice clips saying what to do on each provision.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	TA; reminding lower ability of what a noun is. Higher ability being challenged eg. proper noun rather than just noun. Differentiation: blank page, sentence starters or book + resources

Appendix 5b:

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? <u>Think, pair, share</u> - teacher listening (nouns) to childrens' answers/discussions. <u>AsL</u> : Actions for Noun, Adjective, Verb. Instant feedback from all children <u>Cold calling</u> : asking for answers / feedback Teacher checking on all children in their independent learning. Asking open questions about work. <u>Plenary</u> : asking questions about lesson.	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? * pupil not listening - ^{occupied} writing on a clipboard - copying PACE * turning around and talking. - not listening. * lower ability pupil, very enthusiastic * teacher using lots of actions whilst talking. dual coding. * likes the story about dogs * Teacher stopping the use of rubbers * EAL 'pushed' away from table after over crowding.	

Appendix 6:

 	
Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model	
Dyddiad/Date: 2.10.19 11.15am	
Digwyddiad critigol (Ffocws)/Critical incident (focus): lower ability showing high enthusiasm	
Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt a level of pride and excitement for the pupil. His happiness in the topic was infectious.
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?"	A lower ability pupil showing great enthusiasm in the English lesson. Overheard saying 'I really like dogs'. This highlights that the topic is enjoyed by the pupil ~~result~~ perhaps resulting in this high level of enthusiasm and confidence.
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?"	- using an engaging topic - allowing the ^{unusually} enthusiastic pupil to answer about the story. - using praise for the correct answer: encouraging their confidence.
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?"	- To give pupils a choice of topic (unknown if this was pupil chosen) to allow for this enthusiasm - Use the enthusiastic pupils to talk to the class to spread their enthusiasm of the story.
Y profiad newydd / Transformed experience	

Appendix 7a:



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2.10.19 1.45pm
Lesson details: RE: Signs and symbols
Classroom culture (Are the students focused on learning?) Focused on task - relating signs & symbols to each child Some distracted. (perhaps because it is straight after lunch.)
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) → reading books looking for signs TBAT: recognise signs at home, at school and at Church. ↳ drawing signs/symbols ↳ play-doh create symbols ↓ ABOUT RE
Direction (Are the students clear about what they are doing and how to do it well?) Mini boards and voice recorded clips reiterating the task. LO stuck into book so they know what to do. ↳ no child asking what to do - all just got on with task
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Allowing choice in answers to allow children to choose their own difficulty / level of elaboration. Differentiated worksheets stuck into books extension task given to pupils who have finished.

Appendix 7b:

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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?

Cold calling questioning. Open + Closed questions

Allowing elaboration on answers

Asking children to elaborate on another's answer

Teacher asking children differentiated questions whilst they're on independent task. AFL

Specifics / Critical Incidents

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

* ALN eating an apple during teacher input

* shouting out answers over other children

* child laying down when teacher talking

* EAL 1:1 with TA that speaks their first language

Appendix 8:

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

Dyddiad/Date: 2.10.19 1.45pm

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child laying on floor.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	It was mildly annoying to see the pupil so unfocused. However, I felt sympathetic to the child's obvious signs of frustration.
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?"	Lower ability pupil laying on floor during teacher input. Child appeared to be frustrated with the task. Perhaps child found the questions too difficult. The incident followed a wrong answer to the teachers question. Confidence knocked?
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?"	Teacher intervened immediately to ask child to focus. Teacher kept focus on her from other pupils to avoid disruption and distraction.
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?"	Differentiated questions could be used to cold-call question the pupil once they began to look frustrated. Another solution could be to use think-pair-share to allow for peer input to a struggling pupil.
Y profiad newydd / Transformed experience	