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.

Education in Wales is currently facing complete upheaval following Professor Graham Donaldson's review, *Successful Futures* (2015). The review sets out recommendations for the Welsh Government and proposes the four core purposes of the curriculum (see **Figure 1**) that teachers in Wales are beginning to implement in schools already. This essay aims to evaluate how teaching professionals can support pupils with Additional Learning Needs (ALN) whilst still attempting to successfully implement these four purposes, along with the new curriculum. This essay will also evaluate current literature that best supports next steps following on from the critical incident observed; this aims to be informative of how to best improve personal practice and improve as a reflective practitioner. Names of staff, pupils and schools will remain anonymous in this essay due to BERA Guidelines (2018).

School X refers to an English medium comprehensive school in the South Wales area. According to School X's April 2015 Estyn inspection report, 'Around 26% of pupils are eligible for free school meals. This is higher than the national average of 17.5% in Wales.' (p. 1). The report also outlines that just over 1000 pupils attend the school, and that 38% of pupils live in deprived areas of Wales (p.1). The particular observation which will be discussed in this essay was undertaken in a class consisting of twenty Year 7 pupils (aged 11 to 12). After discussing abilities across the school with members of staff, it was noted that School X exercises a banding system from Year 7 as a result of its vast range of abilities. The class which was observed in this instance was 7R, which the class teacher explained consisted of pupils with low abilities.

The Estyn report goes on to explain that in School X, 'Around 23% of pupils have a special educational need, including 4% with a statement of special educational needs. This is higher than the national averages of 20.1% and 2.4% respectively.' (p.1). As confirmed by the class teacher during the observation, Pupil X in 7R had an Additional Learning Need (ALN), which had been identified by the school. The class teacher was a Drama specialist who led the class for an hour whilst the observation was undertaken; a Teaching Assistant (TA) was also present to support Pupil X's learning in the lesson.

The methods used to carry out research were decided based on the need to identify a critical incident or case study. A critical incident does not exist independently but is created by its observer by means of interpretation, in order for its significance to be analysed (Tripp, 1993). The critical incident in this instance could arguably be viewed as a case study. A case study researcher is likely to focus on the characteristics of 'things', such as a child, group of children, or communities, for example. This usually leads to the generalisations of these 'things' as a result (Cohen and Manion, 1994). It could be argued that analysis of Pupil X resulted in the use of a case study as the literature reviewed later would suggest generalisations of pupils with additional learning needs.

Various approaches can be used when gathering educational research. This research can then be used for inference, interpretation, explanation and prediction. (Cohen and Manion, 1994). When observing children, Palaiologou (2010) outlines two methods in particular which can be used to record data. Practitioners can adopt the role of a participant or non-participant observer (Palaiologou 2010). In order to identify and then analyse a critical incident within the classroom, in this instance, non-participant observation was adopted. Non-participant observation requires the observer to do just that – observe; they do not have any involvement in the learning or activity but merely observe objectively. (Palaiologou 2010). This proved to be advantageous when identifying an incident to critique; the observer is more likely to be able to watch the entire class, identifying factors that may lead to the incident. The observer is also required to plan and organise for this type of observation (Palaiologou 2010), which in turn helps the observer as they know what they intend to observe or identify in the lesson. On the contrary, participant observation does also include the advantage of being able to record unexpected behaviours and reactions to activities whilst being involved in the learning (Palaiologou 2010). However, non-participant observation remained the most appropriate based on the classroom environment and content of the lesson being observed. It was also deemed most appropriate because pupils would be using the space in the classroom to move around and work in pairs or groups. Non-participant observation meant that diverse reactions to grouped activities could be observed.

Qualitative research is based on data collected that can be described verbally; it usually presents itself as conversations or what people do naturally (Angrosino 2012). This contrasts quantitative research that presents itself as a 'collection of numerical data' (Angrosino, p.165). Having basic understanding of the classroom culture prior to observation, it was clear that speech and discussion would be evident in the lesson. As a result, qualitative research was deemed the most appropriate to collect as communication including verbal speech, was decided to be observed and analysed in the planning phase before observation.

Angrosino (2012) provides four phases in which observations should be carried out. The critical incident in this essay was identified through the following phases of observation: firstly, descriptive observation – the intentions of this are to provide physical descriptions of where the observation will be conducted (Angrosino 2012). For this example, the lesson was conducted by a drama teacher in School X's drama theatre, 20 pupils were present, including 1 pupil (Pupil X) who had an ALN and was supported by the TA who was also present. The class teacher confirmed at the end of the lesson (after observation had taken place) that Pupil X had a diagnosis of Autistic Spectrum Disorder (ASD).

Secondly, the focusing phase (Angrosino 2012). This forced the observer to ask questions such as 'Why is the TA present?', 'Why does Pupil X not appear to be engaged with the task?'

Following on from this was the selective phase (Angrosino 2012) which made the observer focus on Pupil X in order to identify reasons for their behaviour and why they reacted in certain ways to particular activities.

Finally, 'observations reach a saturation point' (Angrosino, p.167). Pupil X continued to display the same behaviour for the duration of the lesson which meant that analysis of the data could then begin.

Donaldson's Four Purposes (2015)

As previously mentioned, the observation was witnessed through non-participation, allowing for the following critical incident to be identified:

**Critical Incident:**

The teacher began the drama lesson on characterisation and then instructed the class to get into pairs or groups of three to act out a 2-minute scene from the film mentioned, each pupil acting out a different character. Pupil X would not engage with the task, remaining seated on the floor or wandering to the corner of the classroom. Once other pupils had completed the task, the teacher gave the class another two or three characters to act out, giving less instruction this time. It was noted here that the teacher spoke to the TA away from Pupil X. The TA was told that Pupil X could work individually or with the TA if they wanted to, to produce a shorter scene or just a still. The TA conversed with Pupil X who wanted to act out a still rather than a scene. The TA asked two other pupils to involve Pupil X in their group. The TA also explained the task again to Pupil X. Pupil X then proceeded to engage with the task and peers in the group.

In Donaldson's review (2015), he sets out four purposes (See **Figure 1**) which he recommends should be developed through the curriculum.

After the TA intervention in the critical incident, Pupil X appeared to be motivated and working productively. As a result of this, the activities in the lesson challenged nearly all the learners. Pupils worked well independently and in groups, and took control of their own learning; this supports the ambitious, capable learners who set themselves high standards and seek and enjoy challenge (Donaldson, 2015).

The teacher used Assessment for Learning (AFL) when the introductory strategy did not ensure full engagement of Pupil X. Once the differentiation had been implemented, it was evident that Pupil X felt more comfortable and showed engagement for the remainder of

the lesson. At this point, it was clear that the teacher had strategically planned for Pupil X's needs. The teacher explained after the observation that flexibility is needed in teaching and learning strategies when teaching Pupil X to promote their productivity and enjoyment in lessons; this supports the healthy, confident individual who can build their mental and emotional well-being by developing confidence, resilience and empathy (Donaldson, 2015). Alongside this, a notably strong relationship between Pupil X and the TA was observed. The TA provided effective strategies to support and extend Pupil X's understanding and learning in the lesson; this supports Donaldson's idea of the learner who can form positive relationships based upon trust and mutual respect (2015).

Review of current literature

According to the *Education Act 1996,* a child has 'Special Educational Needs' (SEN) if they have 'a learning difficulty which calls for special educational provision to be made for [them].' (Section 312(1)). Recently, the current SEN Code of Practice has been deemed out of date, forcing the evolution of a broader concept of 'Additional Learning Needs' (ALN) (Dauncey 2016).

The use of TAs in schools was initially increased to lighten the teacher workload. More recently, with a rising number of inclusion of ALN pupils in mainstream school, the number of TAs has increased further, being main facilitators of inclusion for these pupils (Sharples, Webster, Blatchford, 2015). The Guidance Report for *Making Best use of Teaching Assistants* mentions that TAs assigned to pupils who have difficultly with learning, behaviour and concentration are more likely to 'develop confidence and motivation, good working habits and the willingness to finish a task' (p. 12, 2015). However, the report also draws upon evidence that discusses the negative impact of TAs, especially for those with the highest levels of ALN who usually receive the most support from TAs; it reported that these pupils had not made any significant progress (2015). That being said, Pupil X displayed little or no motivation to learn or carry out the initial task in the observed lesson. With the support of the TA who had liaised with the class teacher, the pupil was able to overcome their lack of engagement. It was clear to observers that Pupil X's ALN was likely to be the barrier to learning in this instance. The TA acted as a catalyst for overcoming this barrier.

It could also be argued that deprivation acts as a barrier to learning. The Welsh Government has aimed to tackle the effects that poverty has on educational attainment over the last several years (Estyn, 2016-17). Nonetheless, educational culture still appears to be facing negativity when it comes to children who live in deprivation and are eligible for Free School Meals (FSM) or other initiatives funded by the Welsh Government. Estyn highlights in the Annual Report for 2016-17 that schools are succeeding in improving academic results

and wellbeing of pupils from deprived areas in Wales over the long term (Estyn, 2016-17). It is also noted that the progress of some pupils has strongly improved as some schools have tailored curriculums to benefit these pupils (Estyn, 2016-17). On the contrary, generally, pupils who live in deprived areas are not performing as well as the pupils who live in more affluent areas. This is evident as the performance gap remains wide for those who are eligible for FSM compared with those who are not (Estyn, 2016-17). Despite this, School X's last inspection report outlines that '26% of pupils are eligible for FSM. This is higher than the national average of 17.5%[...] around 38% of pupils live in the 20% most deprived areas in Wales' (Estyn, 2015). Even so, the inspection report celebrates how School X successfully reduces the effects that deprivation may have on attainment across the school. Nevertheless, some pupils could still be struggling to achieve progress despite a school's effort to 'close the gap' (BBC, 2019). This is where intervention strategies come into practice.

Intervention can simply be defined as when good quality teaching still does not provide access to progress and success for some pupils. Learning intervention consists of 3 layers that aim to target intervention in either classroom settings, smaller groups of children, or with individuals alone (Berman and Graham, 2018). Decisions on when to use intervention and who will benefit from it, are made based on the level of support a pupil or group of pupils need in order to progress on their learning journey. Berman and Graham (2018) set forth the approach of intervention based on different sized groups and the dependence on teachers of knowing all pupils within their classes. This ensures that teachers are familiar with pupils' constant evolution of needs (Berman and Graham, 2018).

In Layer 1 of the approach (2018), teachers will teach a larger group of pupils, adopting a responsive teaching style; the learning is differentiated based on abilities within the group. The ultimate aim is to ensure that every pupil is able to access learning and understanding in the classroom (Berman and Graham, 2018). The use of differentiation is imperative in the classroom, especially with a noticeable increase in the diagnosis of ALN, such as Autistic Spectrum Disorder (ASD); this is said to be down to an increasing amount of awareness and recognition of ASD, along with changes in the criteria for diagnosis (Reid and Lannen, 2012). ALN acts as a barrier to learning for pupils with the diagnosis, therefore differentiation aims to reduce these barriers (Berman and Graham, 2018).

Class teachers also have the duty of setting out clear instruction to all pupils which is appropriate yet challenging (Berman and Graham, 2018). Referring back to the critical incident mentioned previously, Pupil X received instruction from the teacher which was differentiated from the instruction given to the majority of other pupils in the class. This instruction still appeared to challenge the pupil but was also appropriately tailored to their needs.

Layer 2 of Berman and Graham's approach involves the teaching of small groups of pupils or individuals for a short period of time (2018). This can sometimes to referred to by schools as 'catch-up' (as observed in School X), as it allows pupils to access a short-term, intensive form of intervention. Decisions on who to involve in these small groups could sometimes come from class teachers who have used AFL to identify that intervention is needed for certain individuals in the class.

Finally, Layer 3 involves small groups or individual pupils who require intervention for longer time periods (Berman and Graham, 2018). Such students may include those who have a recognised sever learning or physical disability. Professionals such as occupational therapists or speech therapists could be included in the staff who would work with this group of pupils (Berman and Graham, 2018). Putting this into practice, it was also observed that School X have small groups of 'elevated' classes which uses a similar approach with pupils who require extra support.

Linking into the arguable significance of TAs mentioned above, they can also be important to pupils' learning, notably in Layer 3 (Berman and Graham, 2018). The use of TAs at this layer of intervention can also be related to Constructivist theorist Vygotsky and his idea of scaffolding (1978); one of the components which aids individuals in moving through his concept of the 'zone of proximal development' (ZPD) (1978). When discussing the ZPD, Vygotsky is referring to 'the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner' (McLeod, 2019). Particularly in this final layer of intervention, TAs could act as the 'skilled partner' (2019) to guide learning. TAs would ensure appropriate support is given to pupils in small groups or individually, following on to release responsibility slowly to develop the pupil's level of independence. It is noted however that TAs must be mindful to help, 'not hinder the pupil's development of self-regulation' (p.58, 2018).

Evaluation and my next steps

After the observation of the critical incident took place, I felt it was of importance to apply context to the incident. Therefore, I spoke with the class teacher and TA at the end of the lesson to ask some questions regarding Pupil X and their circumstances. Both members of staff confirmed that Pupil X had been diagnosed with ASD and were familiar with the pupil's specific needs; the TA was especially informed about these needs as they were with Pupil X every day throughout the day as support. As seen in the reflection model in **Figure 3**, I have outlined that both members of staff explained that they had discussed planning prior to the lesson. This was done to ensure that the teacher could differentiate the activities in the lesson plan to adhere to Pupil X's needs. **Figure 3** also begins to outline next steps which could support Pupil X's needs. Such steps could include: further investigation into how

the pupil could improve productivity in the lesson; this might incorporate how the student could gain more enjoyment from the lesson by displaying this emotionally or physically. For example, Pupil X might feel more comfortable working with only 1 person rather than 2 or more when participating in group work.

Another step which could be used to move forward might also include changing the initial instruction or task; Pupil X appeared disengaged with the initial task – the teacher explained after the lesson that they intended to challenge Pupil X in this instance and wanted to use this as an opportunity to assess a benchmark for the pupil's capability.

Next steps could potentially include changing aspects of the physical classroom environment to encourage full engagement from Pupil X throughout the lesson.

I believe that these suggestions could be considered for pupils such as Pupil X because children with ASD might not know how to act in a group or know how to relate to others in a group; they might also struggle with being able to make sense of environmental stimulation (Reid and Lannen, 2012, p. 229-230). These considerations may act as a barrier to learning for Pupil X due to their diagnosis.

Following on from this, I also believe that all steps taken in the lesson to facilitate and support Pupil X's learning should be kept the same (as seen in **Figure 3**). Some of these include the use of the TA; this member of staff knew the learner well which proved advantageous to their learning in this lesson. I believe that the excellent relationship between Pupil X and the TA meant that the teacher could be proactive when strategically planning for the lesson. The strategic planning then ensured that Pupil X's needs were best met. The TA also explained that they provided support for Pupil X throughout school days; I believe that this is also beneficial to Pupil X's learning as some children with ASD prefer to build relationships with adults or older children (Reid and Lannen, 2012); this promotes Donaldson's 'healthy, confident individuals who form positive relationships based upon trust and mutual respect' (2015).

Moving towards my own personal and professional development, the TA from the critical incident advised me to develop my understanding of a couple of interventions that have proven to be a success for their own practice. Firstly, 'Attention Autism' is an intervention model created by Gina Davies (available at: http://ginadavies.co.uk/). The aims of this intervention model are easily applied to learning in the classroom. Aims of the intervention include improving attention in adult-led classes and generally, improving attention on the whole. I feel that this type of intervention for pupils with ASD would be beneficial as it could help children who want to improve their learning. It could also benefit myself and other teachers and TAs in developing understanding of improving attention.

Secondly, 'PECS', (Phoenix Speech and Language Therapy Team, 2018) is also an intervention strategy for people with ASD, from Phoenix School, using pictures as a means

of expression. For my own professional development, I aim to increase my awareness and understanding of these interventions and how they can be put into practice and potentially influence my own strategic planning and practice.

The teacher mentioned that Pupil X would be building on their confidence and performance skills by aiming to produce a short scene in the next lesson, following on to create longer scenes in larger groups in future lessons. The teacher and TA showed me the importance of building strong relationships with pupils in order to meet their needs in lessons. I realise that I will have to consider the needs of all pupils carefully and use this knowledge to help me differentiate effectively. I will remember that there is always a reason for pupils' individual behaviour. I have learnt that it is vitally important to get the basics right; relationships, sharing the purpose of the lesson with pupils, challenge and differentiation.

To conclude the approaches adopted for this essay, non-participant observation proved to be beneficial when identifying the critical incident as I was able to see Pupil X in the lesson and approach members of staff after the lesson; this information gathered during and after the lesson was very useful when it came to analysing the incident. On conclusion of the critical incident discussed and the literature reviewed, ALN appears to be a growing consideration for teaching professionals. The role of the TA as support remains up for debate, however, the case of Pupil X here would suggest that TA support is perhaps advantageous to the progress of some pupils with ALN. Looking explicitly at planning and teaching pupils with ALN, I think it is appropriate to say that knowing individual learners well is key to their success and meeting professional standards in my own practice. In order to meet professional standards, as a student-teacher I will need to accomplish and maintain the skills, knowledge and behaviour that comes together to achieve excellent practice (Welsh Government, 2018). In order to develop my understanding of pupils' needs with ALN and improve my practice on the whole, I will need to develop as a reflective practitioner. To achieve this, I will ensure that I reflect on my practice weekly, monthly and termly, as recommended by the Welsh Government (2015). With the use of my Professional Learning Passport (PLP), where I will record evidence of my practice, I will be able to reflect on my teaching here. For example, evidence of interventions for pupils who need extra support or pupils who have ALN could be recorded in the PLP. In order to develop my practice and to meet professional standards, I will have to adopt the use of feedback from tutors, colleagues, peers and pupils; the use of pupil voice within schools could be a beneficial way of doing this. Having observed a teacher who planned lessons with the class (therefore gaining feedback from pupils), I feel that this would improve my own reflective practice too.

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Appendices

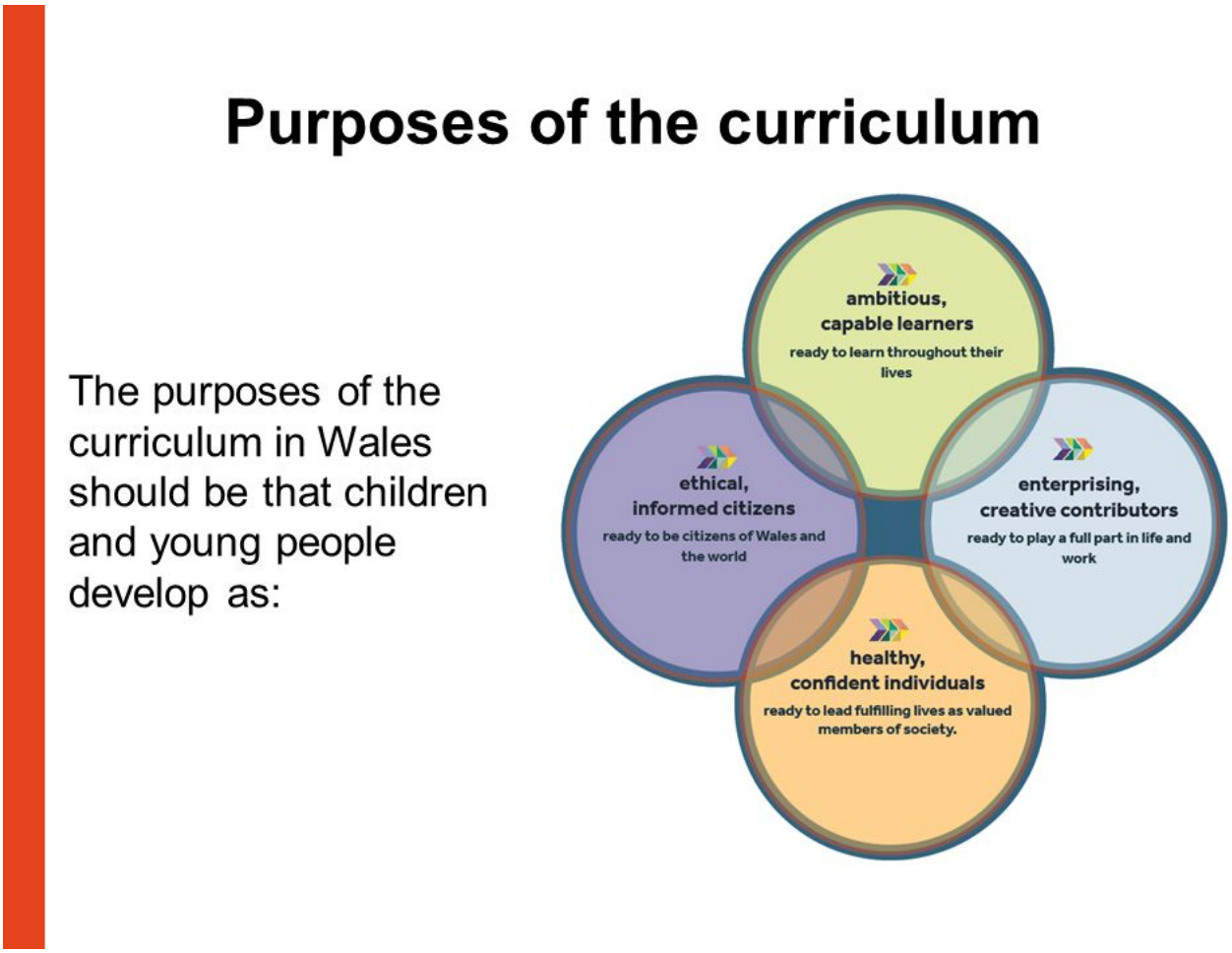
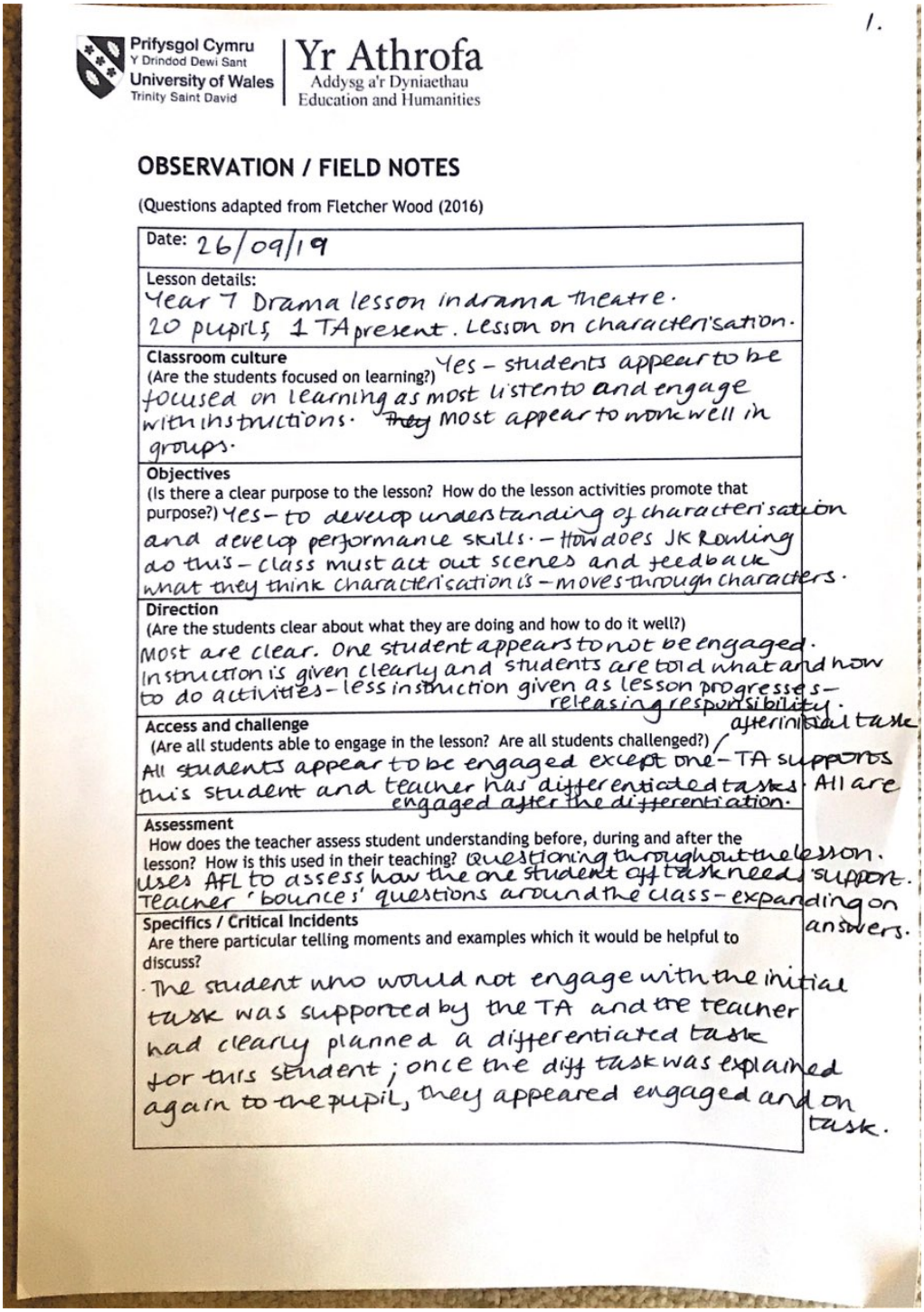



**Figure 1.** Displaying Donaldson's four purposes of the new curriculum (2015)



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1.

## OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 26/09/19

Lesson details:
Year 7 Drama lesson in drama theatre.
20 pupils, 1 TA present. Lesson on characterisation.

**Classroom culture**
(Are the students focused on learning?) Yes – students appear to be focused on learning as most listen to and engage with instructions. ~~They~~ Most appear to work well in groups.

**Objectives**
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Yes – to develop understanding of characterisation and develop performance skills. – How does JK Rowling do this – class must act out scenes and feedback what they think characterisation is – moves through characters.

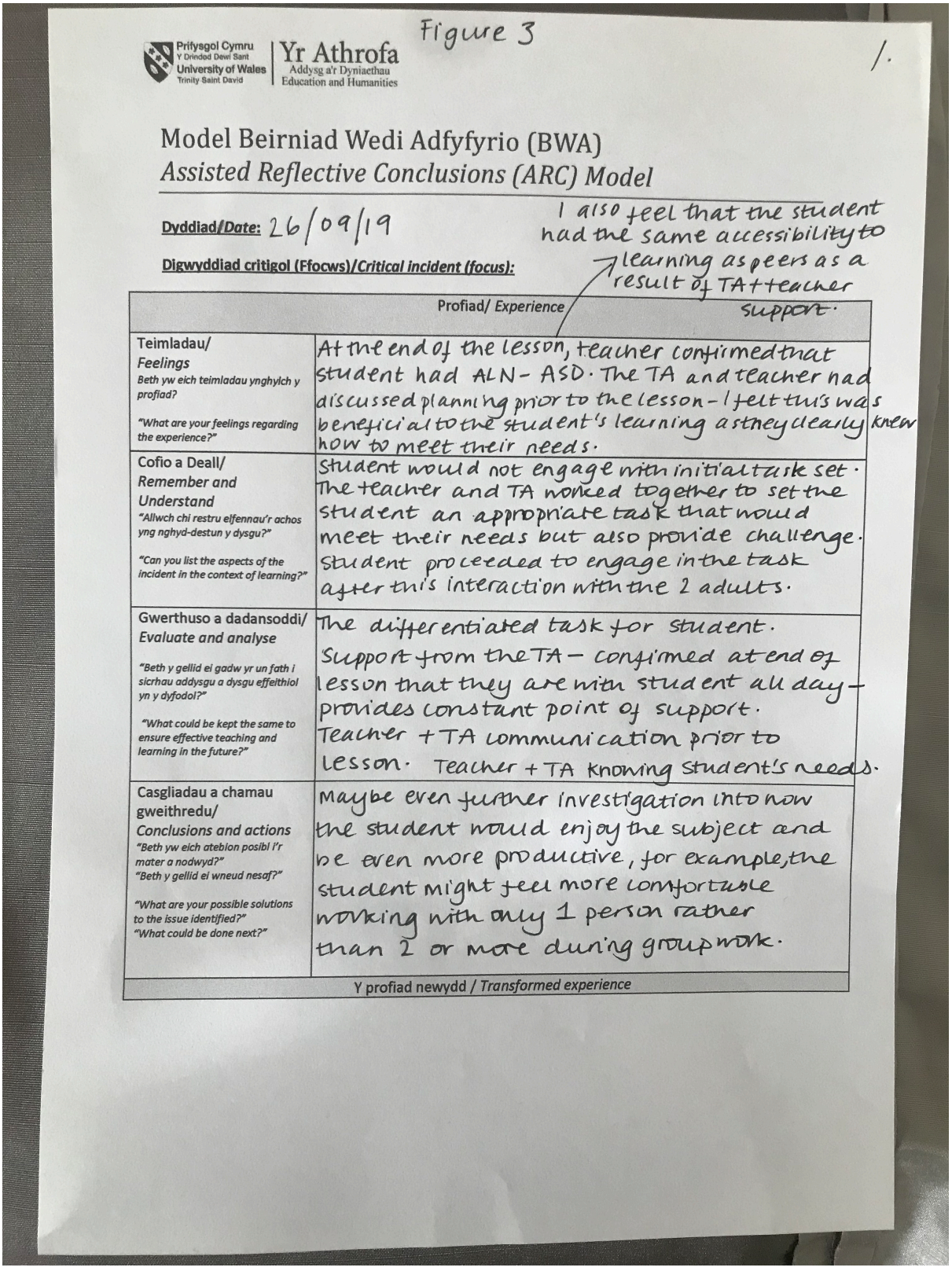
**Direction**
(Are the students clear about what they are doing and how to do it well?)
Most are clear. One student appears to not be engaged. Instruction is given clearly and students are told what and how to do activities – less instruction given as lesson progresses – releasing responsibility. after initial task

**Access and challenge**
(Are all students able to engage in the lesson? Are all students challenged?)
All students appear to be engaged except one – TA supports this student and teacher has differentiated tasks. All are ~~engaged after the differentiation.~~

**Assessment**
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Questioning throughout the lesson. Uses AFL to assess how the one student off task needs support. Teacher 'bounces' questions around the class – expanding on answers.

**Specifics / Critical Incidents**
Are there particular telling moments and examples which it would be helpful to discuss?
- The student who would not engage with the initial task was supported by the TA and the teacher had clearly planned a differentiated task for this student; once the diff task was explained again to the pupil, they appeared engaged and on task.

Figure 2. Observation/field notes.



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Figure 3

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

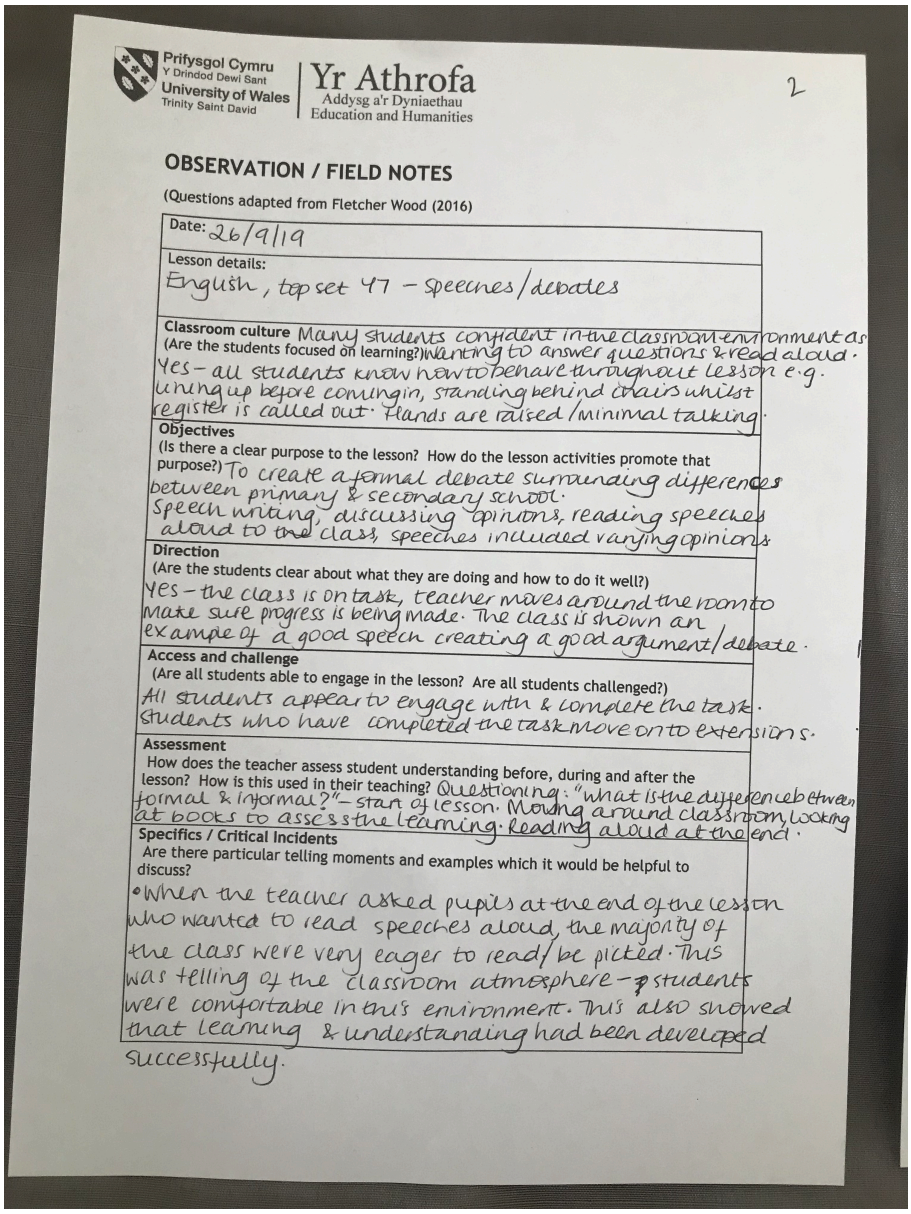
**Dyddiad/*Date:*** 26/09/19

**Digwyddiad critigol (Ffocws)/*Critical incident (focus):***

I also feel that the student had the same accessibility to learning as peers as a result of TA+teacher support.

| | Profiad/ *Experience* |
|---|---|
| Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"* | At the end of the lesson, teacher confirmed that student had ALN - ASD. The TA and teacher had discussed planning prior to the lesson - I felt this was beneficial to the student's learning as they clearly knew how to meet their needs. |
| 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?"* | Student would not engage with initial task set. The teacher and TA worked together to set the student an appropriate task that would meet their needs but also provide challenge. Student proceeded to engage in the task after this interaction with the 2 adults. |
| Gwerthuso a dadansoddi/ *Evaluate and analyse* *"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"* *"What could be kept the same to ensure effective teaching and learning in the future?"* | The differentiated task for student. Support from the TA - confirmed at end of lesson that they are with student all day - provides constant point of support. Teacher + TA communication prior to lesson. Teacher + TA knowing student's needs. |
| 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?"* | Maybe even further investigation into how the student would enjoy the subject and be even more productive, for example, the student might feel more comfortable working with only 1 person rather than 2 or more during group work. |
| Y profiad newydd / *Transformed experience* | |

Figure 3. Reflective Conclusions



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2

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016)

Date: 26/9/19

Lesson details:
English, top set Y7 – speeches/debates

**Classroom culture** (Are the students focused on learning?) Many students confident in the classroom environment as wanting to answer questions & read aloud. Yes – all students know how to behave throughout lesson e.g. lining up before coming in, standing behind chairs whilst register is called out. Hands are raised/minimal talking.

**Objectives**
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) To create a formal debate surrounding differences between primary & secondary school. Speech writing, discussing opinions, reading speeches aloud to the class, speeches included varying opinions

**Direction**
(Are the students clear about what they are doing and how to do it well?)
Yes – the class is on task, teacher moves around the room to make sure progress is being made. The class is shown an example of a good speech creating a good argument/debate.

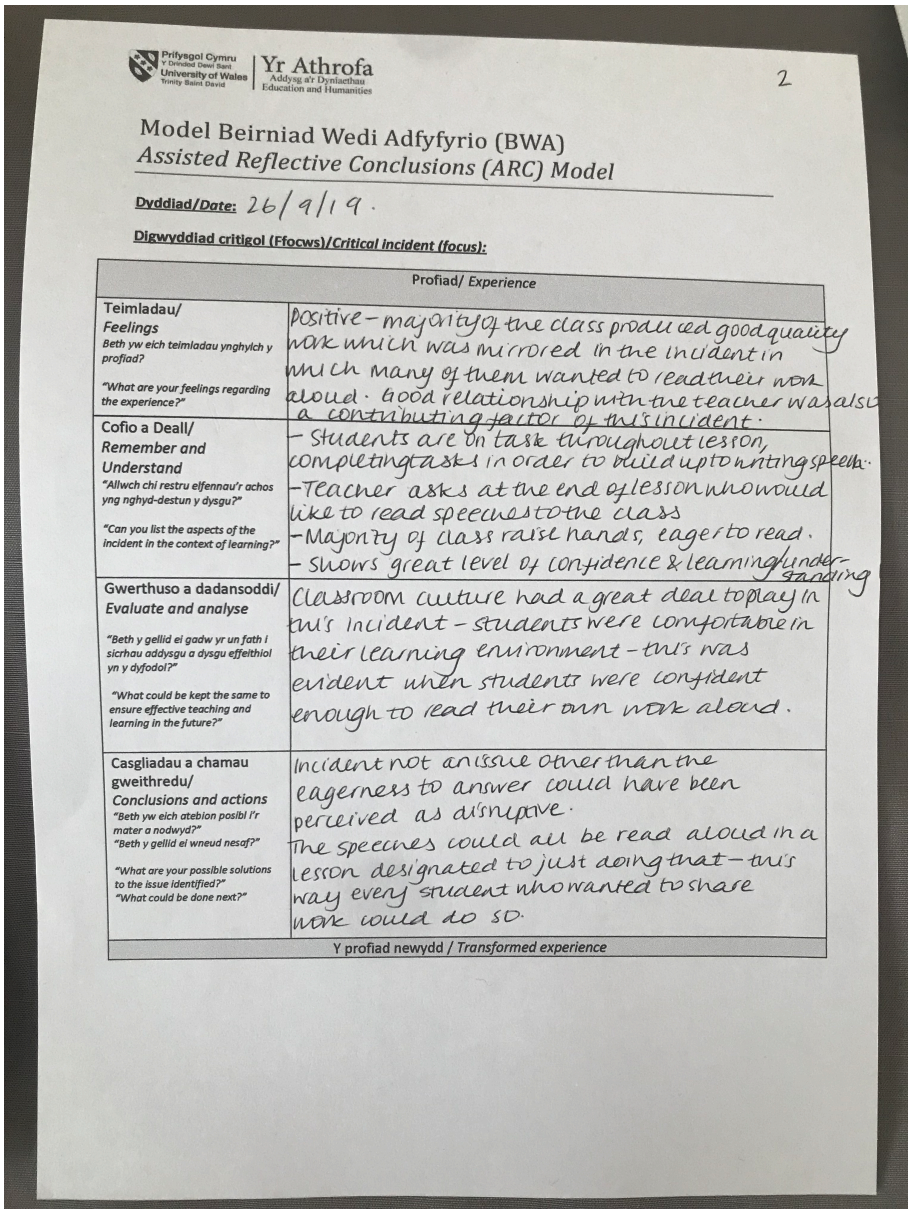
**Access and challenge**
(Are all students able to engage in the lesson? Are all students challenged?)
All students appear to engage with & complete the task. Students who have completed the task move on to extensions.

**Assessment**
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Questioning: "what is the difference between formal & informal?" – start of lesson. Moving around classroom, looking at books to assess the learning. Reading aloud at the end.

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

- When the teacher asked pupils at the end of the lesson who wanted to read speeches aloud, the majority of the class were very eager to read/be picked. This was telling of the classroom atmosphere – students were comfortable in this environment. This also showed that learning & understanding had been developed successfully.

Figure 4. Observation/field notes.



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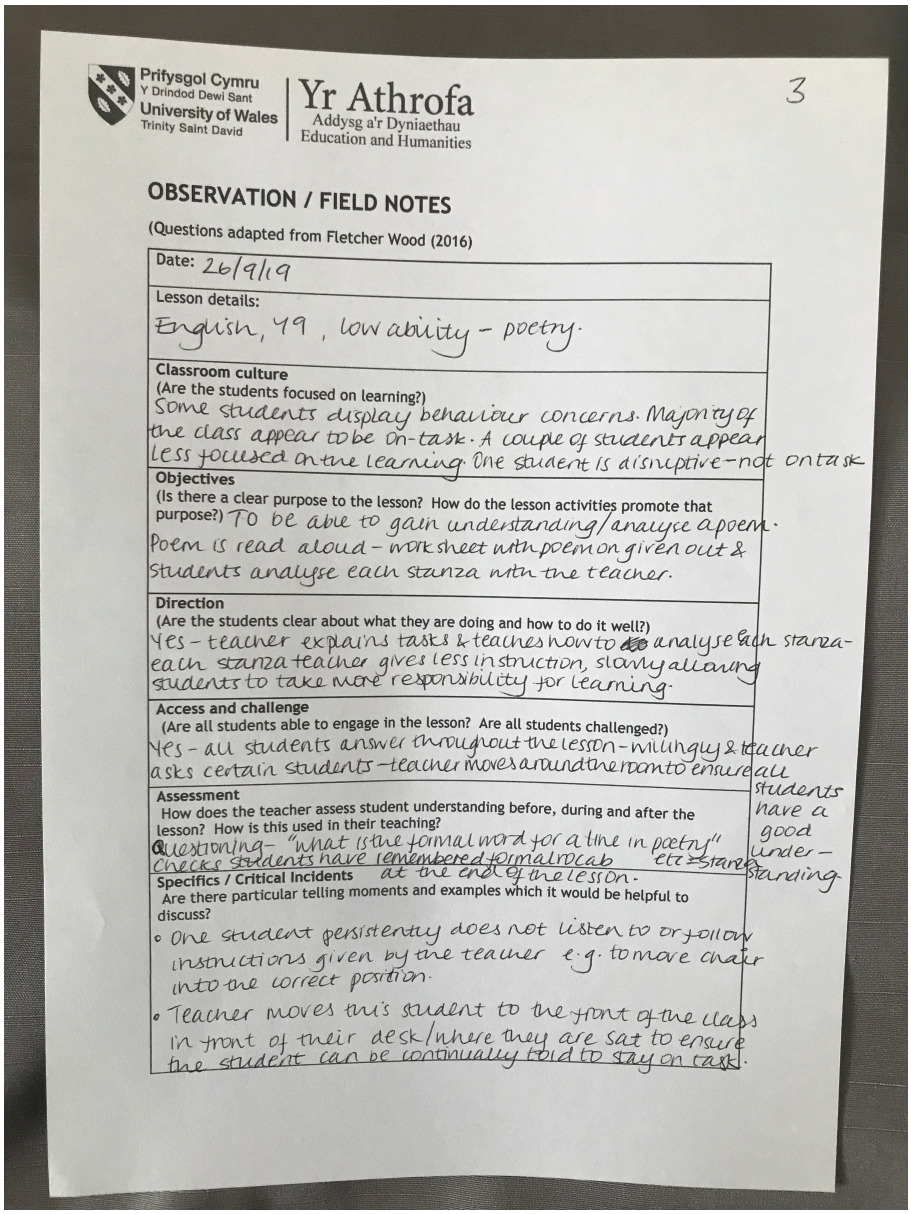
Model Beirniad Wedi Adfyfyrio (BWA)
*Assisted Reflective Conclusions (ARC) Model*

**Dyddiad/*Date:*** 26/9/19.

**Digwyddiad critigol (Ffocws)/*Critical incident (focus):***

| Profiad/ *Experience* | |
|---|---|
| **Teimladau/** ***Feelings*** *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"* | positive – majority of the class produced good quality work which was mirrored in the incident in which many of them wanted to read their work aloud. Good relationship with the teacher was also a contributing factor of this incident. |
| **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?"* | – Students are on task throughout lesson, completing tasks in order to build up to writing speech.<br>– Teacher asks at the end of lesson who would like to read speeches to the class<br>– Majority of class raise hands, eager to read.<br>– Shows great level of confidence & learning/understanding |
| **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?"* | Classroom culture had a great deal to play in this incident – students were comfortable in their learning environment – this was evident when students were confident enough to read their own work aloud. |
| **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?"* | Incident not an issue other than the eagerness to answer could have been perceived as disruptive.<br>The speeches could all be read aloud in a lesson designated to just doing that – this way every student who wanted to share work could do so. |
| Y profiad newydd / *Transformed experience* | |

Figure 5. Reflective conclusions.



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## OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

**Date:** 26/9/19

**Lesson details:**
English, Y9, low ability - poetry.

**Classroom culture**
(Are the students focused on learning?)
Some students display behaviour concerns. Majority of the class appear to be on-task. A couple of students appear less focused on the learning. One student is disruptive - not on task

**Objectives**
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) To be able to gain understanding/analyse a poem. Poem is read aloud - worksheet with poem on given out & students analyse each stanza with the teacher.

**Direction**
(Are the students clear about what they are doing and how to do it well?)
Yes - teacher explains tasks & teaches how to analyse each stanza - each stanza teacher gives less instruction, slowly allowing students to take more responsibility for learning.

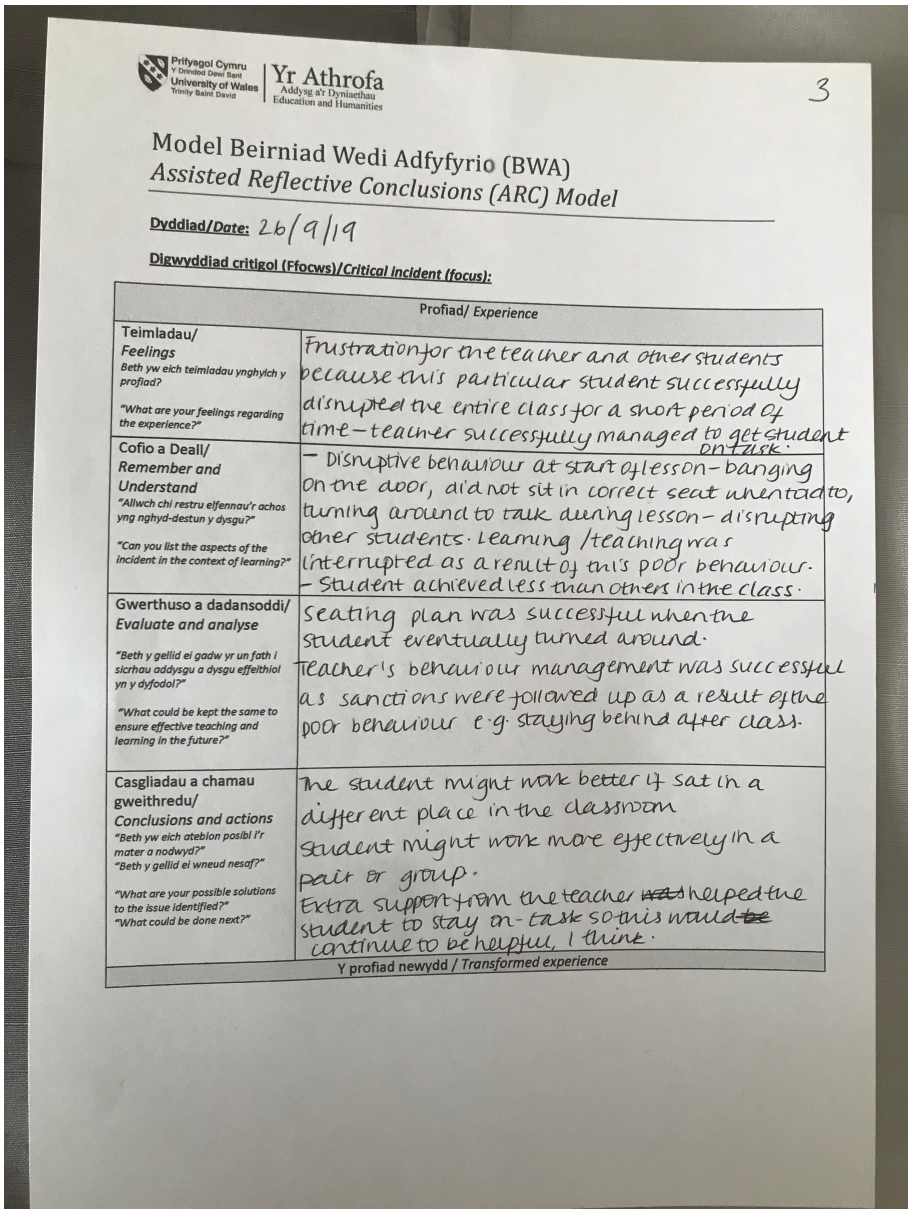
**Access and challenge**
(Are all students able to engage in the lesson? Are all students challenged?)
Yes - all students answer throughout the lesson - willingly & teacher asks certain students - teacher moves around the room to ensure all students have a good understanding.

**Assessment**
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?
Questioning - "what is the formal word for a line in poetry" etc = starter
Checks students have remembered formal vocab at the end of the lesson.

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

- One student persistently does not listen to or follow instructions given by the teacher e.g. to move chair into the correct position.
- Teacher moves this student to the front of the class in front of their desk/where they are sat to ensure the student can be continually told to stay on task.

Figure 6. Observation/field notes.



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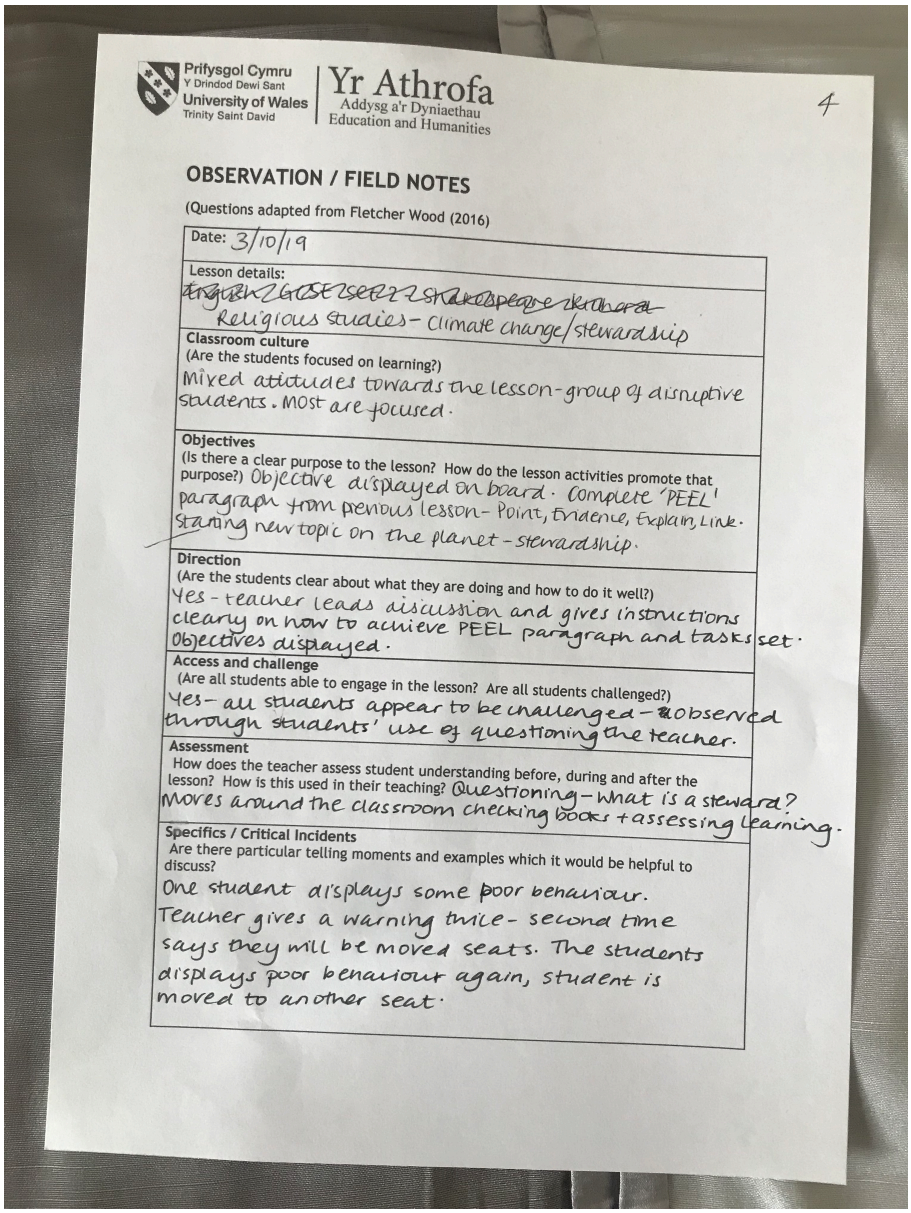
## Model Beirniad Wedi Adfyfyrio (BWA)
## *Assisted Reflective Conclusions (ARC) Model*

**Dyddiad/*Date:*** 26/9/19

**Digwyddiad critigol (Ffocws)/*Critical incident (focus):***

| | Profiad/ *Experience* |
|---|---|
| **Teimladau/ *Feelings*** *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"* | Frustration for the teacher and other students because this particular student successfully disrupted the entire class for a short period of time – teacher successfully managed to get student on task. |
| **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?"* | – Disruptive behaviour at start of lesson – banging on the door, did not sit in correct seat when told to, turning around to talk during lesson – disrupting other students. Learning / teaching was interrupted as a result of this poor behaviour.<br>– Student achieved less than others in the class. |
| **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?"* | Seating plan was successful when the student eventually turned around.<br>Teacher's behaviour management was successful as sanctions were followed up as a result of the poor behaviour e.g. staying behind after class. |
| **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 student might work better if sat in a different place in the classroom<br>Student might work more effectively in a pair or group.<br>Extra support from the teacher ~~was~~ helped the student to stay on-task so this would ~~be~~ continue to be helpful, I think. |
| | Y profiad newydd / *Transformed experience* |

Figure 7. Reflective conclusions.



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**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016)

Date: 3/10/19

Lesson details:
~~English GCSE Set 2 Shakespeare Rhetoric~~
Religious studies - Climate change/stewardship

**Classroom culture**
(Are the students focused on learning?)
Mixed attitudes towards the lesson - group of disruptive students. Most are focused.

**Objectives**
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Objective displayed on board. Complete 'PEEL' paragraph from previous lesson - Point, Evidence, Explain, Link. Starting new topic on the planet - stewardship.

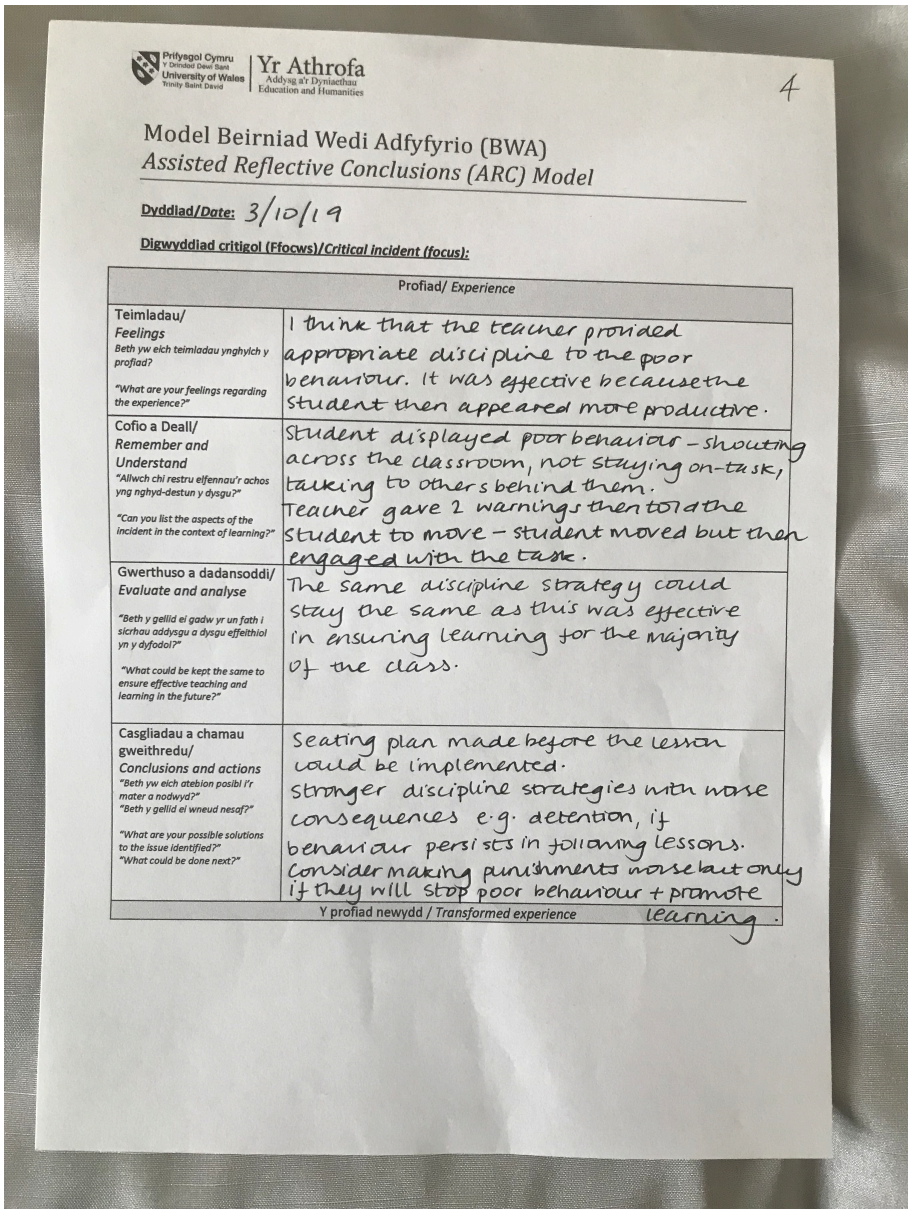
**Direction**
(Are the students clear about what they are doing and how to do it well?)
Yes - teacher leads discussion and gives instructions clearly on how to achieve PEEL paragraph and tasks set. Objectives displayed.

**Access and challenge**
(Are all students able to engage in the lesson? Are all students challenged?)
Yes - all students appear to be challenged - observed through students' use of questioning the teacher.

**Assessment**
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Questioning - what is a steward? Moves around the classroom checking books + assessing learning.

**Specifics / Critical Incidents**
Are there particular telling moments and examples which it would be helpful to discuss?
One student displays some poor behaviour. Teacher gives a warning twice - second time says they will be moved seats. The students displays poor behaviour again, student is moved to another seat.

Figure 8. Observation/field notes.



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

**Dyddiad/*Date:*** 3/10/19

**Digwyddiad critigol (Ffocws)/*Critical incident (focus):***

| Profiad/ *Experience* | |
|---|---|
| Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"* | I think that the teacher provided appropriate discipline to the poor behaviour. It was effective because the student then appeared more productive. |
| 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?"* | Student displayed poor behaviour – shouting across the classroom, not staying on-task, talking to others behind them. Teacher gave 2 warnings then told the student to move – student moved but then engaged with 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?"* | The same discipline strategy could stay the same as this was effective in ensuring learning for the majority of the class. |
| 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?"* | Seating plan made before the lesson could be implemented. Stronger discipline strategies with worse consequences e.g. detention, if behaviour persists in following lessons. Consider making punishments worse but only if they will stop poor behaviour + promote learning. |
| Y profiad newydd / *Transformed experience* | |

Figure 9. Reflective conclusions.