

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group: 26/09/2022, 10:30, year 5/6.
Where and When: Context of the observation – subject/AOLE, general classroom context In the classroom, just before assembly. All other pupils had left.
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) Pupil M (a year 5 pupil who is already a point of focus in the classroom for for ALN) had with her a stuffed rabbit toy that she wanted to take to assembly. RR (class teacher) explained to pupil M that it may not be fair to other children, particularly the much younger ones, if she were able to take with her the stuffed rabbit. Pupil M was not initially receptive and sat on the carpet, implying that she would not attend assembly if she was not allowed to bring her stuffed toy. RR assured pupil M that it would only be a temporary measure and that she could leave the rabbit safe in the classroom and come back to it after assembly had finished. Pupil M became engaged and understood and agreed to leave the rabbit in the classroom. RR helped pupil M by using engaging language, encouraging pupil M to make sure her Rabbit was “safe” and “cosy” by putting it on the teacher’s desk and wrapping it up warm in a cardigan.
Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider? - Health & well-being. - ALN
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) Empty classroom outside of pupil M, RR and CT (student-teacher), before assembly, after sudden change within the class (everyone up and moving, heading to the door).

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Record 2

Date and time, year group: 26/09/2022, 14:15, year 5&6.
Where and When: Context of the observation – subject/AOLE, general classroom context Full classroom, RR (class teacher) speaking to entire cohort regarding activities and topics they will be covering in the coming weeks.
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) During the course of the day, pupil J had been very chatty with nearby peers. He struggled to stay on task and to follow instructions and appeared to have a short attention span, becoming easily distracted even when RR or class LSAs were speaking. Because of his behaviour he was moved to a different space on his table, after which he continued to be chatty and began to distract other peers. When RR spoke about plans for lessons in the coming weeks, she mentioned that there would be a weekly science lesson. Pupil J became immediately engaged and his focus shifted to RR while she discussed the plans for science lessons. It was clear that he enjoys science and was interested in finding out more about it.
Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider? - Child-led learning. - Expansive and inclusive curriculum and how it can be effectively utilised by pedagogues.
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) Full classroom, but mostly quiet as cohort were focused on RR for the most part.

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Record 3

Date and time, year group: 27/09/2022, 10:00, year 1.
Where and When: Context of the observation – subject/AOLE, general classroom context Full classroom with a moderate noise level. Literacy was the AoLE being explored.
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) Pupil D was working within a group of 4 with an LSO to read and recognise phonics before putting them together to sound out words. Pupil D recognised letters with ease and quickly displayed an ability to sound them out. However, pupil D was largely unable to put these sounds together to form the word, often saying a word that had different sounds to the ones that they had already recognised and sounded out. The LSO prompted pupil D to return to sounding out the letters and to close the gap between each one, allowing the word to be made itself.
Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider? - Additional learning needs. - Responsibilities of classroom practitioners with regards to inclusivity. - 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 classroom was noisy as different groups were working and were being encouraged, at the time, to speak with each other and help each other through the variety of tasks that they were given. This CI was near the start of the day and took place shortly after a class