

Module ECAD6007

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.

Introduction

Critical incidents are a necessary skill for teaching staff (Tripp, 1993) as they make teachers think about what is happening in their classes. They help to review our practice, how we think about critical incidents, what do we do the information and how we change our practice if required.

Within this assignment I will investigate a critical incident,(Appendix 1) of an individual learner within a Primary school. I will attempt to understand the behaviours and theories involved. I will explore the reasons behind the behaviour. Then I will write about suggested strategies and critique them.

Unfortunately, I have experience of working with children who have attachment issues and disorders. I will draw upon the experience learnt first hand within a classroom environment. I have also had experience of working with children who have Additional Learning Needs (ALN). Obviously, while looking after these children I have also had experience of working with the schools Additional Learning Needs Co-ordinator (ALNCO) and outside agencies including Educational Psychologists. I am not an expert in the way children behave. It is my hope that I learn new strategies and thinking skills to not only help the individual child, but the rest of the class as they deserve an education in a safe calm environment (Unicef, 1989).

Observation

The name of the school which the critical incident occurred has been omitted due to “respect the privacy, autonomy, diversity, values and dignity of individuals, groups and communities (BERA, 2019, p. 4).

The primary school is an amalgamation of two primary schools located on the outskirts of a busy city centre. There are about five hundred and fifty children on role. Therefore, it is a large school with two classes for each year group. The building has been recently built for the purpose of educating children in a light calm environment, taking care to include new technologies, needs of the learners and disability access a priority.

The percentage of free schools meals is 30.1percent which is above the national and local average of 18.4 percent (Government, 2019). This explains that the local area has a higher level of deprivation.

At the start of the afternoon session the Year Two class Teacher had introduced the lesson building on the prior knowledge learned from previous lessons. The lesson taught was mathematics focussing on number bonds to six, the enhanced provision was number bonds to four. The main focus of the lesson was to look at place value (Government, 2015), for example two and four make six, but two and four could make twenty-four, two tens and four units.

Methodology

Reasons for observing children are necessary for finding each child’s level of development, progression of skills, discovering if their well-being is being met and to ensure their safety during the day. It is also about meeting the needs of the learners. Also, to discover if we need to change our practice to suit the needs of the learners in our care (Hobart & Frankel, 1994, p. 12).

Observations could be carried out through planning or spontaneous opportunities (Government, 2008), which could be done by sitting near or far away from the learners and watching what they are doing; or talking to them asking questions.

Many different techniques for observing children are used within a classroom. Some of which could be: written, video, photograph, checklist or sociograms (Hobart & Frankel, 1994, p. 25).

On one hand they are necessary for all the above reasons; on the other hand, observations could be costly on valuable time especially when they have to be written down for future reference. The advantage to written observations is to refer back to see if progress has been made, and if not what can be done to rectify this. The best form of assessment to track children's progress is formative assessment especially Assessment for Learning (AFL). This is the main type of assessment used by teachers on a daily routine as it happens during the learning.

Summative assessment or Assessment of Learning is carried out at the end of a topic, theme or key stage for example General Certificate of Secondary Education (GCSE). These are conducted out to find out what the children know. Some people question why we should test children when a topic has finished, we should try to help to correct mistakes while they are learning.

The advantage of AFL is that teachers knows what learning is taking place and where to go next. In fact Black confirms that through AFL teachers have learnt to assess the way they teach children and manage the classroom (Black, et al., 2003).

Within the school AFL is carried out though self-assessment. The learners mark their own work in purple. The teaching and support staff mark in green during the lesson while the learners are present or black when they are not present. This system gives evidence of who and when the work was marked.

Through critical incidents help student teachers' hone their skills by evaluating what they have observed. They then reflect on what they have learnt. It gives an insight into how they plan, prepare and carry out lessons. Also, according to Nolan and Sim, 2011 (Grigg, 2015), student teachers are more prepared to anticipate and manage future incidents (Pui-lan, et al., 2005).

Grigg refers to a critical incident where a Teacher with years of experience is able to “calm a child down as he is aware of his family background” (Grigg, 2015, p. 43). In contrast, I was not familiar with this girl’s family background so I could not assume what her needs were. I had to ask for assistance and guidance from the Teaching Assistant in a way that the girl’s well-being was supported.

Critical incident linked to Donaldson’s four purposes

The learner did not attempt the task by herself so it could be viewed as if she did not have confidence in her own abilities as she did not attempt the task by herself. Maybe the girl should have been paired with another child as sometimes our thoughts become clearer when we share them with others (Cotton, 2013, p. 24). Talking the task through with another child could have scaffolded the learning and increased her ‘zone of proximal development’ as theorised by Vygotsky (Hansen, et al., 2011, p. 8). The skill of number bonds could have “been sent to long term memory because of scaffolding the activity with another” (Hansen, et al., 2011, p. 8).

Alternatively, she did have the ability and confidence as the task was too easy for her. Sometimes, children can ask the teacher if they are finished as they think they have not because the task was “too easy” (Hansen, et al., 2011, p. 36). It could have been that she needed reassurance in her abilities. Otherwise, the girl was bored and wanted attention.

Before sitting and asking for help the girl had wondered around the class. It could have been that she was unsure and confused by the task. In fact she was unable to tell me what she had to do when asked even though I tried to teach her using the concept of the task, but could not tell me what numbers made six. I then used the Numicon shapes as a concrete resource to physically show her how to make six. Hattie stressed that prior knowledge is essential for the development of future knowledge he claimed that it is a “powerful tool and a must” (Hattie, 2012, p. 38). Learners need a basic amount of knowledge so they can relate what are learning to what they know.

Piaget believed that children learn from “concrete” experiences instead of concepts (Allen & Gordon, 2017, p. 43). I scaffolded the learning through modelling the activity with the

expectation that she would attempt to solve the problem (Allen & Gordon, 2017, p. 9). I gave her a six shape and a two shape. I told her to put the two shape on top of the six and find out how many were uncovered. Then I asked how many made six. The girl was able to answer using this scheme. Rogers discusses the teachers importance of getting the children “to check their work first” (Rogers, 2011, p. 74). I told her to try to make six by using the same formulae but different shapes. I turned around to help another child but the girl had left my side and gone to seek help from another adult.

Within Donaldson’s four purposes it could be seen that the girl was not an

“ambitious, capable learner through the lack of ability to connect and apply her knowledge and skills to think creatively, ask questions in order to solve the problems or take measured risks” (Professor Donaldson, 2015, p. 29).

It could have been that the girl was scared to take risks in fear of failure or ridicule. As the girl had tried to get others to solve the problem she obviously did not enjoy the challenge of the task.

It could be that her mental health was compromised by living in fear from abuse, an argument that had happened that morning or that she had not had breakfast. These reasons could have made her incapable of learning. She might not have had the ability to listen to the teacher when teaching the task. In this case the challenge would have been more than she could have coped with. Her needs should have to met before any learning could take place. This links to Donaldson’s fourth purpose of healthy confident individuals in that she did not have “the confidence in performing the task, facing the challenge or have the skills to manage everyday independently” (Professor Donaldson, 2015, p. 30).

To overcome this her feelings during check-in could have been observed to discover any barriers to learning. If needed a discussion with a trained Emotional Literacy Support Assistant (ELSA) or breakfast given.

Literature review

The focus task of making six through “selecting and using relevant number facts and mental strategies” (Government, 2015) had been done before; therefore, the learners were building upon prior knowledge.

In order to find different ways of making six the learner would have to understand what six stands for. Learners can enforce their learning when they explain the task to their peers (DeCaro & Rittle, 2012), of course this is based upon Vygotsky’s ‘zone of proximal development’ (Pound, 2005, p. 41).

Through scaffolding some learners challenge, question, enjoy solving problems, explain the ideas and concepts she was learning (Professor Donaldson, 2015, p. 29).

The fact that she had not attempted the activity could be looked at in two different ways. On one hand, that she was unable to work out sum and had a lack of confidence, therefore, she wanted constant help. On the other hand she did not want to do the sums and she wanted to go to play so she thought she could get others in the room to do the activity for her. Bruce believed that children should decide when they play (Pound, 2017). This is in contrast to Skinner’s theory of rewarding the learner after they have achieved (Pound, 2005). In this instance the girl would have been restricted from her ‘golden time’ if she had not completed the task to the best of her ability. It seems that Skinner’s theory could make the activity compulsory, whereas, Bruce’s theory would be a choice. It should be a compromise of the two. The children would have to do the activity through an enhanced provision in a role-play situation at a time of their choice.

Tripp records his investigation of a group of children who were taught to finish a task before starting a new one. He claims that this was beneficial because they became “diligent workers” by the end of the experiment (Tripp, 1993, p. 60). Conversely, Steiner believed that children of this age who are “pressured to succeed” often “avoid” the activities and “lack the motivation” (Pound, 2005, p. 27) needed for the task. This could explain the girl’s unwillingness to complete the task. Another explanation was that she was not ready to learn, she did not have the ability to understand the task or had additional learning needs,

for example dyscalculia. Lever suggests that attention seeking behaviour happens when the work is “too easy or hard” (Lever, 2011, p. 122).

Sometimes children crave attention to make others aware of their lack of well-being. If a child does not have their well-being they are not able to learn. Maslow describes the needs of children through his hierarchy. He explains that children have basic needs, these are shelter, warmth, food, clothing and sleep (Lever, 2011, p. 105). If all of these are met she could progress on to the next stage which could improve her self-esteem and belief in herself. Donaldson agrees with this view through his four purposes. He states that children need to experience an education which allows them to be: ambitious and capable, enterprising and creative, ethical and informed also to be healthy and confident individuals (Professor Donaldson, 2015, pp. 28, 29).

Huber explains that children learn that they can get attention if they become an irritation in the classroom (Newell & Jeffery, 2002). Lever agrees with the view that learners get attention through negative behaviour (Lever, 2011, p. 119). Adults supply learners with the attention they crave this promotes the negative behaviour. This is done when anybody within the class looks, say commands such as stop, point or ask the child to politely to stop the disrupting the class the behaviour is rewarded. It is hard not to look as we have to ensure that the rest of the children in class are safe.

Attention seeking strategies children learn is due to the negative attention given to them by a parent. It could be that the parents do not give them “attention, bond or time” (Goldberg, 2000, p. 134), therefore children are unable to form the needed attachment with their main caregiver (Glaser & Prior, 2006, p. 56). If the behaviour is not addressed it could continue as they get older (Lever, 2011, p. 119). Some children are not able to explain their feelings verbally, they show them through physical signs.

Some psychologists argue that attachment disorder is not the same for every child. We know that children have different beliefs and behaviours in different countries and socio-economic regions (Glaser & Prior, 2006, p. 76), therefore the foundations of the child's security differs. This means that a mother could ignore her child but other mothers within the

village provide the needed attachment. We are reminded of mothers who employ a wet nurse or nanny.

Attachment disorder could be caused by many reasons, these could be living in deprived areas or Parents need to work. Therefore, they are unable to give their children the care that they need. This could be caused unconsciously and with the best intentions to provide for the family and child. Additionally, Glaser and Prior consider a break in 'friendship bonds' which could have a negative effect on the child's emotional state (Glaser & Prior, 2006, p. 57).

Some of the negative effects of attachment disorder are low self-worth and self-esteem. This could explain why restorative practice, carried out successfully, in schools can make the learners look at their behaviour and emotional bonds. The Educational Secretary for Wales, Kirsty Williams, wants all the agencies that deal with children to "work together to get the best health, well-being and education for all learners" (Government, 2017).

Attachment disorder would have a negative effect on motivation. As learners who suffer with this have limited motivation. On the other hand, some learners might have the fight instinct and attempt to succeed in all that they do in order to get the attention that they crave. Sadly, this would be for no avail as the attention they crave cannot be earned.

Structure within the class is important as the learners have a clear understanding of what they are doing and what to expect throughout the school day (Cowley, 2001). Learners need to know what is expected from them and in return need to know what they can expect from the adults within the room. Structure could be given through strategies such as a visual time-table or a now and next board. A visual time-table is a chronological time-line of activities to show the learners what they are doing now, next and later that day.

Some people have stated that there is no Structure within the Foundation Phase. This is not the case as the learners have to complete focus tasks on the seven areas of the curriculum. The learners also have to complete enhanced provision to consolidate prior learning and free-choice to explore social relationships.

It might not have been the attachment that this girl craved, it could have been the Hawthorn effect in that I was a new person in class. This could mean that she wanted my attention and changed her behaviour to get my attention (Denby, 2012).

Contrarily, Glaser and Prior state that a 'stranger in a room' could be a possible figure for attachment (Glaser & Prior, 2006, p. 60). Having an adult within the classroom is sometimes viewed as a distraction. Another adult in the class allows for the Hawthorn Effect. This changes the fundamental nature of the classroom environment. They could make some people feel uneasy because they are not sure why they are there. Some people would also change their behaviour (Kenton, 2019) to either match what they think the visitor would want, to have the opportunity for more attention or to show the visitor how well they can behave.

Reflection and next steps

To promote the learning of mathematical skills, enhanced provision tasks could be set to ensure successful understanding; also to practise the "number skills, number facts and the relationship of numbers" (Government, 2015) learnt through the focus task and based upon the Literacy and Numeracy Framework. Within the role-play area the learners could pay for items using money. They would have to decide how to make six, using the coins, and how much change to give. As they would be working with a partner they could scaffold each other's learning. Another enhanced provision could be using coloured beads, they would have to make a pattern using two different colours. How many beads could they use of each colour?

Through previous discussions with the school's ALNCO, I was made aware of the requirements of support given (Long, 2019). If the child's knowledge was a year below the outcome for her age, I would speak to her Parents and the school's Additional Learning Needs Co-ordinator (ALNCO) with my concerns. I would advise the Parents that I would like an Individual Education Plan (IEP) to review her learning and ascertain if she were able to complete targets within a specified time, usually a term. If the child's progress in learning was of great concern, i.e. two years below the advised outcomes, I would ask the Parent's

permission to have her assessed by an Educational Psychologist in the hope of extra support through the ALNCO and a Teaching Assistant.

To ensure that the girl feels safe in her environment, I could 'buddy' her with another child of the same ability. This could help build bonds and encourage trust.

When the child's behaviour builds up during the lesson to the point of disruption, if the teacher stops the lesson to give the child the attention they crave, the child had won and the negative behaviour has worked. They learn the lesson of 'persistence'. Through her Incredible Years programme, Caroline Webster-Stratton, states that bad behaviour within class should be ignored (Webster-Stratton, 1999). This includes the children barking like a dog which I have observed.

Alternatively, Teachers should intervene before attention seeking children take over the lesson or the behaviour endangers the other children in the class as "damaging behaviour is dangerous (Lever, 2011, p. 123)". Some people believe that "If the behaviour is too disruptive the child should be removed from the classroom" (Lever, 2011, p. 123). Sometimes this is not possible as the child could see this as getting the attention they deserve. It could also disrupt the class or injure other members of staff. If the class has a door to the outside classroom and if it is possible, the class could work outside. It could be an impromptu forest school lesson, outdoor physical activity, music or geography lesson. Otherwise the class could be taken to another part of the school. The children would be safe and they might see it as an adventure.

This type of behaviour is very challenging to all educational staff within a class. Lever adds that children need to feel safe in their environment (Lever, 2011, p. 124). This could be extended to adults as well as children who have the fight instinct

The attention seeking child is probably not able to wait for their turn. They could be praised every so often by using their name to show the wanted behaviour. For example well done You are sitting really well waiting for your turn and listening. This could increase the

amount of time they are able to “sit as part of a group without disruption” (Lever, 2011, p. 122). It is important to speak to the child directly and say their name.

The attention seeking child has a captive audience (Lever, 2011, p. 120). This is shown when the children in class laugh at the attention seeking child’s behaviour. The child has the impression that the rest of the class are laughing with them not at them (Lever, 2011). This increases the behaviour as it reinforces the child’s belief.

Conclusion

During this assignment, I have learnt diverse amounts of facts and strategies, also I have affirmed some of my knowledge. Firstly, affirming my belief in scaffolding activities though talking partners. This allows children to voice their thoughts so others can agree or make them view it from a different perspective.

Fortuitously, I have found new ways to avoid negative behaviour disrupting the class, lesson and others’ learning. This is through giving the attention seekers the attention before they crave it. I could do this through asking for help in tasks such as holding the reading book or getting them to hold the door for their peers to enter the class.

Since Bowlby wrote about his theory of attachment, teachers have been more aware and noticing the behaviour patterns in the classroom. Children with these difficulties have low self-esteem and belief in themselves, therefore we have to be careful how we talk to them stating their negative behaviour not them as naughty or silly (Wells, 2018). Using this language could endorse their negative belief in themselves.

Since looking into the importance of critical incidents, I agree with Tripp’s view that it is a necessary tool within the classroom (Tripp, 1993). I will always be looking at incidents within my classroom and learn from them in the hope that I will change my practice to better the children’s well-being and education within my care.

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Appendix 1

Critical incident of a child doing a mathematics activity.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 27/9/19
Lesson details: Mathematics. How to make 6.
Classroom culture (Are the students focused on learning?) The children are in ability groups. Most are sitting at a table doing either the focus task or the enhanced provision. One child is sitting down, she had rubbed all of her work out as she was not happy. She asked me for help, I sat beside her. When asked she was able to tell me what she was supposed to be doing, which was making 6 out of different numbers.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The children are doing a practical task, the skills learned will be used during a written task.
Direction (Are the students clear about what they are doing and how to do it well?) The class introduction was differentiated to include all learners. The class teacher used a range of strategies to ensure that all learners were aware of task. The class teacher used questioning, feedback which allows learners processing time, also thumbs up thumbs down and peer assessment.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Through feedback, thumbs up, the learners are engaged. The class teacher was looking around to ensure all learners participation.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Understanding is used in questioning. Peer assessment through thumbs up.
Specifics / Critical Incidents

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

Girl C moved away from me to the class TA for support. I had given her support and class resources to help her learning. She has constantly asked for help. She asked the class TA for help. I realised that Girl C did not want support, she wanted someone to give her the answers. The class TA made her sit down and gave her other resources to complete the task. Girl A was capable of completing it easily. I realised this through questioning techniques and her self assessment.

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

Dyddiad/Date: 27/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Mathematical activity.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	❖ I was angry with both myself and the child. ❖ I felt that she did not want to try and learn. ❖ I should have kept more of an eye on her, but as I did not know her, I assumed that she would have a go of answering the question.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	❖ The girl asked for help but did not really want it. ❖ The activity was interesting, it could have been above her ability. ❖ I did not know what they had previously done, e.g. if they had started with 2 and worked their way up. ❖ I did not assess the girl to see if she count to six, I just assumed. ❖
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un 17at hi sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	❖ I used numicon to help the child, I will use the counters next time as this worked better. ❖ The girl was not interested or not able to do the activity herself.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	❖ Next time I will ask and asses whether she could count to six. ❖ I would ask more questions regarding the activity rather than asking her to do the activity. ❖ I would split the children into groups of seven, six children two split and one to be in charge. Each time they achieved a sum (e.g. 3+3, 2+4...) the person in charge would change.
Y profiad newydd / Transformed experience	

Appendix 2

Critical incident of an autistic child engrossed in a game at home time.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2nd October 2019
Lesson details: End of the day when the children are going home.
Classroom culture (Are the students focused on learning?) The students are focussed on going home, except one child who was placed on an i-pad,
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The child who was on an i-pad was autistic, he was there as part of his home time routine.
Direction (Are the students clear about what they are doing and how to do it well?) Most of the students were listening for their names, some were talking to their peers. This one child was focussed on the i-pad, as it was part of his routine he was relaxed in his surroundings.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The child was unaware that his name had been called to go home. He was focussed in his game and wanted to finish it. He did not want to leave the game.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The staff within the class are aware of his needs and meet them in a safe and secure manner. This students well-being is predominant.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? The student did not want to finish his game. I have worked with autistic students before, therefore, I used my prior knowledge and moved the i-pad towards the exit door. He was calm about me moving the i-pad whilst I allowed him to use it. When we neared the door he saw his Parent, his focus changed from the game to his parent and went calmly.

Dyddiad/Date: 2nd October 2019**Digwyddiad critigol (Ffocws)/Critical incident (focus): autistic child engrossed in an i-pad at home time.**

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	❖ I was happy that the boy was calm in his surroundings. ❖ I was anxious because I was aware his parents were waiting for him to go home. ❖ I was also anxious in case the i-pad was taken from him and he could not cope with the quick change. ❖ In the end I was happy that I had used my prior knowledge of autistic people to manage the situation.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	❖ A Teaching Assistant attempted to calmly take the i-pad away, but the student was not able to cope with this. ❖ I trusted in my ability and used my prior learning.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	❖ The student was comfortable in his surroundings and felt safe that he knew what he was doing, therefore, I would keep everything the same.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	❖ I might try to use an egg timer when the parent arrives, so the student knows that they have a specific amount of time to finish their game.
Y profiad newydd / Transformed experience	

Appendix 3

Critical incident of two girls answering questions on their opinions with the thumbs up thumbs down approach.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26 th September 2019
Lesson details online safeguarding The children were shown an online interactive story about a penguin who needed the childrens' help to answer questions.
Classroom culture (Are the students focused on learning?) The children were sat in front of the whiteboard and at the side of the Teacher. They could all see both the whiteboard and Teacher. During the activity the children were able to interact with the story and show their opinions.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The children were learning how to make safe choices whilst using the internet. The activity was based on their level of understanding and interest.
Direction (Are the students clear about what they are doing and how to do it well?) The learners sat at the front of the class and were told what was expected of them, for example, how to sit, quiet hands up, thumbs up, thumbs down.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All of the learners were able to participate in the lesson, they were mixed ability during the introduction on the carpet. Then they were sat around tables in mixed development levels.

Assessment

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

The use of prior knowledge was used through questioning. The Teacher asked a question, gave the children time to think then answer.

The children had to put their thumbs up or down to see if the answer was right.

If the children did not get the answer right, the class teacher told them to look again and praised them for having a go.

Specifics / Critical Incidents

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

Two girls sitting next to each other. Another child had given the correct answer to the question. The class Teacher had asked all of the learners to put thumbs up or thumbs down to agree or disagree to find out if they thought the question was correct.

One girl (A) put her thumb up, the other girl (B) to the side. Girl A told girl B that the answer was right that that she should put her thumb up. Girl B said, "No I think it is wrong."

Girl A huffed then attempted to move Girl B's thumb up, Girl B resisted. Girl B pulled her thumb away. The Class Teacher moved onto the next question.

After the activity I realised that thumbs up, thumbs down is a peer assessment. This was because the children looked around at the views of others.

Dyddiad/Date: 26th September 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): thumbs up thumbs down assessment on a online safety activity.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	❖ I was first annoyed that girl A would not let girl B have her own opinion, even if her answer was incorrect. ❖ I was also annoyed that Girl A tried to forceable move Girl B's thumb. Afterwards. ❖ I was amused that Girl A tried to help Girl B and the passion they had for the activity. ❖ I was pleased when the Class Teacher ignored the two girls during the incident, as I feel that this would have distracted the rest of the learners away from the learning.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	❖ All of the learners were involved with the answering of the question and were all engaged. ❖ The introduction was built on prior knowledge. ❖ I was disappointed that Girl A did not value Girl B's opinion even if it was wrong. ❖ I was elated that the learners were building on prior knowledge and all of the learners were able to answer correctly most of the time. ❖ I realized that the use of the thumbs up and thumbs down was a form of peer assessment which I could use for this exact purpose in my practice. ❖ The learners were praised during their answering even if the answers were not correct. ❖ The motivation to answer a question was in the main positive. There were a couple of learners who were either talking about the activity or were learning against something. These learners, however, were able to answer the question when asked.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	❖ If someone else had seen the girls they might have interrupted the introduction by bringing attention to it. ❖ My skills of AFL have improved as I have seen how peer assessment can be carried out during an introduction of a lesson. ❖ Learners that found this introduction were sent off to work with a TA for extra support. ❖ Some of the learners were sitting around other who were talking. Even though this could have been a distraction, the learners were all engaged in the activity.

Casgliadau a chatau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	❖ I agreed with the Class Teacher's approach when she did not bring attention to the two girls. ❖ The only problem I can see is if a learner had the answer wrong and the rest of the learners were asked to vote on that. This could have a negative effect on the learner. ❖ The introduction was done on the carpet, the differentiation was carried out during the activity. The learners who needed more support were given it and the learners who were of higher ability were expected to attempt to try it on their own. ❖ The concept of everyone having their own view to six and seven year olds can be a hard concept to grasp. Even so, this could be explored during a personal and social lesson. This incident has the possibility to look at how others' view differ and how to listen and scaffold the views of others. ❖ I will not purposefully use thumbs up, thumbs down for peer assessment.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 4

Critical incident of a girl needed assistance understanding the concept of tens and units.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26 th September 2019
Lesson details: Mathematics – Prior learning – using four counters place some on the tens column and some on the units. What numbers had they made? Write the numbers down in numerical form. The main focus of the lesson was to order the tens and units from the last lesson.
Classroom culture (Are the students focused on learning?) The children were told which member of staff they would be working with. The introduction used thinking skills. The class gave counters to the children. After being shown the child worked out what she had to do.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The introduction of the lesson was to enforce the mental mathematics skills that the learners would need to complete the task.
Direction (Are the students clear about what they are doing and how to do it well?) The class teacher introduced the lesson using the interactive white board.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)

All of the learners were able to participate in the lesson, they were mixed ability during the introduction on the carpet. Then they were sat around tables in development levels.

Assessment

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

The use of prior knowledge was used through questioning. The class teacher put four counters on the board, she then asked the learners, how could I split the counters to make other numbers. How many tens? How many units?" Some of the higher ability learners was able to put their hands up and answer. The children had to put their thumbs up or down to see if the answer was right.

If the children did not get the answer right, the class teacher told them to look again and praised them for having a go.

Specifics / Critical Incidents

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

The class Teacher helped a child who was having difficulties. The Teacher move the counters onto the tens or units column and asked how many ten and units. The child was able to answer and showed that she understood the task. She was then able to complete the activity by herself.

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

Dyddiad/Date: 26th September 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): tens and units activity.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I was elated that the child was able to understand the activity from the Teacher scaffolding the activity.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The Teacher's ability to scaffold the activity in a calm and controlled manner.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	I would use concrete resources to scaffold understanding and allow the children to experiment and explore mathematical concepts. The learning could have been carried out through enhanced provision.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materion siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	I would get the children to explore the concept through enhanced provision with their peers.
Y profiad newydd / Transformed experience	

