

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.

Reflection in education is used to pass on and better knowledge (Welsh Government 2015). During the observation period there were many teaching strategies detected both positive and negative however it was decided to focus on this specific critical incident (see appendix c) because during the observation the teacher used questioning within their lesson and out of all of the critical incidents this is the one that stood out the most because of the positive impact that it had on the class as a whole. There are many topics linking to questioning that will be explored in this critical incident, for example, social constructivism and scaffolding. The topic of differentiation was specifically noticed. The teacher differentiated their language and approach in order to accommodate all pupils' abilities. Within their class, the teacher displayed appropriate use of Blooms' Taxonomy (Patricia Armstrong 2019). This case study will be focusing on questioning within the classroom. The focus was on a group of people aged between 11-12. In order to explore this area of teaching, research will be carried out on educational documentation and also literature surrounding my critical incident to enable the observers to critically evaluate the lesson that was observed in order to learn from it and to take certain elements from the incident to better teaching ability when going forward into future teaching profession.

In line with (BERA 2018), for ethical purposes this critical incident will be referring to the school as school B and won't be referring to pupils or teachers by name, instead it will either refer to the class as a whole or if needed it will just refer to the pupils as pupil 1/2/3 and so on. It will simply refer to the teacher as a teacher. This way there is no caution that there will be any breach of the rules stated in BERA 2018. The school in which the observation took place was situated on the outskirts of Swansea city. According to an Estyn report from 2012, the school educates pupils from the ages 11-16 and teaches the pupils through the medium of English. The percentage of pupils entitled to free school meals is in total 13.4% above the national average for secondary schools in Wales with the total average being 30.6% in school B (Estyn 2012). The population of the school is 1,026 pupils with 37% of these pupils having special educational needs (SEN) and 9% of the pupils at school B English is an additional language to them (Estyn 2012). The years 7 and 8 are now mixed ability classes and key stage 4 starts in year 9 to give the pupils more of a chance of achieving their best in

their GCSE's. This report didn't give the school a very good review and in fact, the school had to have a monitoring report (Estyn 2013) a year later. The school made a massive improvement from one year to the next (Estyn 2013) and it is believed that the lessons observed were concrete evidence of this.

In this study, four observations were carried out and one will be discussed. Observing lessons is used to study both teaching and learning and is still used today in inspections and has been used since 1992 due to the amount of information you can pick up in the least amount of time (Ofsted 2018). Like inspectors, the writer chose to observe the class but also had more of a hands-on approach and choose to discuss the pupils work with them and to help them when needed, the reason this method was chosen was because it offered more of an insight into how the pupils learn and are being taught (Ofsted 2018). The naturalistic model is a model where the pupils are spontaneously observed in their natural habitat and the participants are also aware of the fact that they are being observed (Saul McLeod 2015). Classroom observations are just a small introduction to the teaching and learning of the participants and the pupils and teacher could be on their best behaviors; sometimes they are not the most reliable source for analyzing teaching and learning (Saul McLeod 2015). This also links to the Hawthorne effect backing up the idea that pupils and teachers could act differently when they know that they are being watched by an outside source (Kendra cherry. 2018). Nevertheless, classroom observation was the method that was best suited for this critical incident analysis due to the environment and time that was given to complete the task. Also, student teachers gain knowledge and understanding that is needed to go into the teaching profession alongside their set tasks which gives them a head start in teaching (Masoumeh Zaare 2012). There were two options of observation methods that appealed to me (participant and non-participant). The two methods both have advantages and disadvantages to them. Non-participant observations can cause difficulty in collecting data/information from the back of a class (Marlow Windsor 2016). Participant observations, however, lead you to having difficulty remembering the information after being a participant within the classroom (Greg Guest; Emily E. Namely; Marilyn L. Mitchell 2013). Leading on from this it was decided to use a mixture of the both methods because with a mixture of the both, the observer would be able to not only have an outsiders perspective but also an insiders perspective and it would decrease the probability of Hawthorne effect happening because the participants would be communicating with the observer and in turn feeling more at ease with them. Through the observation, a critical incident was developed. A critical incident is an incident that is developed through analysis and the view that the incident is important to the observer (David Tripp 1993). A case study is quite similar to it being identified in an observation and then backed up with research to make it a case study

(Hamilton L.2011), therefore this discussion could be called either a case study or a critical incident.

The critical incident was focused on questioning. The teacher, after the starter task, used a series of questions to draw the pupil's prior knowledge (A.P.K) and understanding of the topic but also used differentiated language to enable the students of all abilities to understand in this mixed ability class. Furthermore, the teacher didn't offer any answers instead the teacher let the students bounce off each other and create and answer questions of their own. The pupils were encouraged to independently learn and were peer taught too which was good for all ability pupils. Donaldson's' first purpose that can link to the critical incident is:

"Ambitious, capable learners who are ready to learn throughout their lives ". (Michael Daunsey. 2015)

The pupils in the class showed evidence of interest in the topic and all were involved in the lesson this could have been down to the fact that the teacher used the scaffolding effect. The scaffolding effect is a teaching technique that points the students in the direction of a more in-depth understanding of a topic, it also encourages the students to take on more of an independent learning role in the classroom (Northern Illinois University). The ability to question and answer while developing knowledge is a very important skill throughout life and for the learners, it will be crucial in situations like job interviews when they get older. It also offers the pupils the ability to further their knowledge and gives them the independence of their learning and self-discipline that will be crucial throughout their education and further future which sets them up to be ready to learn always. The second core purpose is:

"Enterprising, creative contributors who are ready to play a full part in life and work" (Michael Daunsey. 2015).

The pupils showed evidence of being able to work as a team creatively to respond to the questions asked both by the teacher and the other pupils in order to share and gain knowledge, to see this in the mixed ability class demonstrates that even the lower ability pupils were involved and all of the pupils were taking on board each others answers and questions in order to better each others understanding. The pupils took every opportunity to deliver a contribution to this task and all were very engaged. The third purpose is:

“Ethical, informed citizens who are ready to be citizens of Wales and the world” (Michael Daunsey. 2015).

The pupils were very polite and respectful of the topic of which the question was about. The topic of empathy. Even though, this could have been due to the Hawthorne affect the children were all very engaged in the activity and showed a willingness to give it a go even if they weren't 100% on the answer or question that they had produced. The students were also aware that the topic of empathy is an important topic and a topic that can be upsetting for other pupils (Dr. Kevin Palmer. 2015). The video they watched was about a song that was written for people who had missing family members and so the maturity of that class even though it was a year 7 class was outstanding. The final purpose is:

“Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society”

The class seemed to be developing their confidence especially on the topic but also on the task of answering questions (Dr. Kevin Palmer. 2015). There were some people in the class that appeared to be a little reluctant to answer at first, however, in the end, everyone communicated their answer or question and it was a rewarding process for the participants. The students even as a mixed ability class seemed to have built up a relationship so that everyone was involved and whoever wasn't was encouraged by the rest of the class to do so. It had a no answer is the wrong answer feel to the lesson. Overall the critical incident appears to have linked to all 4 of the core purposes that Donaldson has produced (Dr. Kevin Palmer. 2015) and it was very rewarding to see this in practice even now in the early stages of the development of the new curriculum coming out in 2022 (reference).

Evidence suggests that questioning is among the most important factors for mixed ability classroom teaching. Along with questioning, here this case study will include discussion of social constructivism, scaffolding, and differentiation to further develop the critical incident. Bruner believes that the children learn a lot more through exploration between themselves and their peers and that fraternizing is crucial to a classroom that wants great teaching to take place (UCD Teaching and Learning). The teacher observed seemed to have been using this in practice. Vygotsky who was a crucial influencer on Bruner is a deep believer that language plays a big part in a child's learning. He believes that children learn to gain meaningful knowledge and will retain that knowledge easier and will be more engaged because when a child can relate to the learning, they are more inclined to remember it (Vygotsky 1934 cited in UCD Teaching and Learning).

In comparison to this, however, is the banking concept. Paulo Freire describes the banking concept to be very teacher based and that the teachers are the ones with the knowledge. He also speaks about the fact that the children who are taught based on the banking concept will just come to terms with society and not choose to do anything about it (Paulo Freire. 2005). The children involved will settle for the eradicated view that they will be taught of the world we live in (Paulo Freire. 2005). This goes completely against what Donaldson is wanting to achieve with the new curriculum. Donaldson wants pupils to learn independently and he also wants the children to learn about the culture around them (Donaldson 2019) therefore the bridging concept doesn't fit into the new curriculum. This may also be why the teacher observed seemed to be more in favor of what Bruner believes. In favour with what Vygotsky believes, allowing pupils and teachers to exchange educational dialogue ensures that they can all determine what is prior knowledge and what isn't; it allows them to discover what needs to be learned going forward so that all pupils can be challenged to meet a high value of education (Dr. Judy peters; Dr. Rosie le Cornu; Dr. Janet Collins. P3). A constructivist teacher is supposed to create an environment where the pupils can question their own and their peers' judgments. The teacher will also judge the level of education and where to go to next by establishing where the pupils in the class are through their discussions and interactions between the pupils and to the teacher (Clinchy, Goldberger, and Tarule (1986) cited in Roya Jafari Amineh Hanieh Davatgari). In conjunction with this, according to Vygotsky's zone of proximal development (zpd) scaffolding is very important for success especially within the mixed-ability classroom because the teacher can change the language to fit each pupils' individual needs (UCD Teaching and Learning).

Scaffolding is very useful in education and is in line with Vygotsky's ZPD. Even though Vygotsky never really spoke of scaffolding; the fact that his ZPD refers to the fact that a child's education that is set at a higher stage in comparison to the child's development won't actually produce any positive outcome until some support from a teacher or other is put in place to help the individual to come up with the answer independently (Jenny Hammond; Pauline Gibbons 2005) This appears to be a form of scaffolding. This way of teaching can be very useful to English learning students (EL) because it enables the teacher who isn't necessarily an English teaching expert to differentiate the language to suit the child's needs (Pauline Gibbons. 2015. P1 and2). This is crucial to the critical incident because within the school that was observed 9 % of pupils have English as an additional language (Estyn 2012) therefore the teachers will have to scaffold in order to get the best out of their pupils. According to Jennifer Hammond and Pauline Gibbons, scaffolding is used in education as it is used in building work (Jenny Hammond; Pauline Gibbons 2005). It should be used to offer support to the pupils in order for them to gain more of a concrete understanding and more in-

depth knowledge, however, when this has been implemented the teacher should take a step back and lower the support gradually until the pupils are able to stand on their own (Jennifer L. Walton-Fisette 2010. Page 8). The term scaffolding was first used to describe teachers who were tutoring their children at home, it is said that they were altering the tasks and breaking them down so that their children would be able to understand what is expected of them and also because they know their children it was easier for them to do so (Wood, Bruner and Ross 1976 cited by National Centre for English Language Teaching and Research Macquarie University 2005. Page 8). This links into Jennifer L. Walton-Fisette (2010) because she states that it is so important to know not only who your pupils are but also what their backgrounds are. Fisette also talks about the importance of a safe space and how important it is to create this for your pupils (Jennifer L. Walton-Fisette 2010), this links to scaffolding because unless the pupils feel comfortable and that they can answer your questions if they understand then scaffolding will have no effect on their learning at all. Scaffolding is a differentiation technique and it can be used in any subject area.

Differentiation is something that is well thought of in education. Teachers have been differentiating the work and tasks in their classrooms for many years and this was happening way before the term to differentiate was ever a thing (Jennifer Carolan; Abigail Guinn 2007). In order to use differentiation effectively it is said that the teacher should pick out the key skills within the curriculum that the pupils need to be successful because otherwise a teacher can become disorganized and the workload can prove to be too much leading to a classroom with a stressed teacher and unengaged pupils (Sylvia McNamara; Gill Moreton 1997). In conjunction with this, many teachers are reluctant to include differentiation into their lessons because they are under the impression that it will take double the amount of time to teach one lesson (Jennifer Carolan; Abigail Guinn 2007). In oppose to differentiation is direct instruction and according to Chung, Tarver, and Western (2001) this is a teaching method that enables pupils to work as a group and it is very skill-based and breaks core skills into smaller more manageable pieces (cited from Aries Cobb 2010). It is said that differentiation is used within a thinking classroom to encourage discussions and new questions to arise, this also helps to challenge pupils and to create independent learners too. It enables pupils to challenge each other's views and opinions in order to develop their own new ones (NSEAD). In order to help children to learn the taxonomy that Bloom created should be understood because the 6 levels to Bloom's taxonomy can be used to gauge what students know and need to know going forward in their education. Also, it helps teachers to move the students forward to the more complex levels of thinking once there is evidence that the simpler levels have been met, for example "knowledge" and "comprehension" (Cindy Middendorf 2009). Differentiation is so important within the classroom to help teachers and

learners because the classes have a larger needs of needs that must be met and also to be able to push each pupil at their own levels of learning in able for them to get the most out of their learning experience. Also, it enables the teachers' planning is directed by the needs of each pupil within their class (Diane Heacox 2014). This shows that the teacher that was observed had a great understanding of who they were teaching, also was very knowledgeable on differentiation according to Heacox's information.

When reflecting on my observed critical incident I believed that the teachers' choice of vocabulary and questioning worked well overall and I felt that his questioning skills were outstanding (ARK model, appendix 2). The reason I felt this was because the teacher drew upon all the students A.P.K no matter what ability they were, and he did this through using differentiated language. Referring back to what Jennifer Carolan and Abigail Guinn discussed in their book (2007) this teacher clearly wasn't fazed by what many teachers think about the fact that it could take double the time to teach a topic with the use of differentiation (Jennifer Carolan; Abigail Guinn 2007). This showed me that the teacher had the students' best interests at heart and that he was very informed on the uses and impact that differentiation can have. The teacher also used scaffolding in this part of the lesson, this is something that I didn't identify as scaffolding at the time of reflection however it was noticed that the teacher kept changing the direction of the question and the language used in order for the pupils to produce their own answers independently (Appendix 2 ARC model). This also links into what Donaldson wants to achieve; he wants the students to be more independent with their learning and in order for them to do this he wants them to be able to come up with their own answers Instead of the teacher giving them the answers (Donaldson 2019). Another part of the teaching that really stood out to me was the teachers' path around the class throughout the questioning process. The teacher made a journey around the class and wasn't static at the front of the class, it made me think about where I would position myself within the classroom when I am teaching. I feel that the journey that the teacher made seemed to make it more apparent that the teacher was apart of the class instead of the teacher being the focus. Due to the class is a mixed ability class and because the school where I carried out my observation is situated on the outskirts of Swansea and also that it has a free school meal percentage of 30.6% (Estyn 2012) making it one of the most deprived areas to live and go to school this suggests to me that some of the pupils will have a short attention span for many different reasons e.g. tiredness and hungry (Jo Bertrand). Going forward I want to ensure that I consider all the aspects of a pupils' life that I don't see for them to get the best out of my teaching. I completely agree with Bruner and I want my pupils to draw their knowledge independently and socially between their peers (UCD Teaching and Learning). In order to do this, I would use the questioning technique with

differentiated language because it enables my pupils to work as a team to gain the knowledge that they need in topics old and new. Building upon this I think that I would possibly encourage the pupils to not only answer my question and build upon it together by building on each other's answers instead I would get them to question each other and come up with their own questions surrounding the topic so that they are more in charge of their learning and peer and self-teaching. In my teaching practise I really want to focus my planning on producing independent learners because I feel that it is important for my pupils going forward because I will be teaching them my subject but also how to become independent and for some of the pupils this will be the only time that they will learn how to be independent. I want to not only set my students up to pass their exam but I also want to give them the tools to go further in their life after school because they need the tools to survive in life past school and I think that this will be accomplished by starting them off as independent learners (Donaldson 2019).

To conclude, at first glance, it was apparent that the critical incident had a positive impact on the class. The teacher during observation made it evidential that there was knowledge about the importance of questioning. However, it wasn't until the research was carried out and the literature and the educational documentation was viewed that the actual importance of this teaching technique become evident. Furthermore, even though the teacher was at the time very advanced in questioning it could be said that if another observation was carried out it may not have been used because according to Saul McLeod (2015) the pupils and teacher could change their behavior due to the understanding that they are being observed. The information that there are many topics linking to questioning (three of which were discussed in this case study) was unraveled through the research carried out to support this critical incident. Going forward this research will be crucial in teaching practice especially with Donaldson's' new curriculum coming into practice (Donaldson 2019) because it encourages pupils to learn independently and collectively through questioning. Overall this critical incident was a positive observation due to the impact that it evidentially had on the class (see appendix A) and arguably the teacher observed was a constructivist due to the evidential in-depth understanding of the positive outcomes that questioning can have on their pupils. For future reference the teacher observed could further their understanding and take their peers on a journey of questioning not only their own answers but their peers' ideas too (Vygotsky cited in Dr. Judy peters; Dr. Rosie le Cornu; Dr. Janet Collins). However, while saying this due to the amount of time given to observe the teacher and the environment of which the observation was carried out,

this judgement cannot really be made in its entirety because the teacher could have used Vygotsky's method as stated in the previous sentence in other lessons that haven't been observed. Therefore, the teacher observed showed a good understanding of positive teaching techniques within the time of observation.

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Appendix

Appendix A

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
Lesson details:	Year 7
Classroom culture (Are the students focused on learning?)	yes - very engaged in video ↳ use Keyboards + singing when not he regains focus
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	yes - to discuss a piece of music, considering instrument, style + impact Empathy - how it's portrayed through music
Direction (Are the students clear about what they are doing and how to do it well?)	Given instruction on what to look + listen for - how music conveys the message ↳ Empathy Always clear + brought back on task
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	yes - even when rowdy at start the authority + impact in lesson draws them in. yes all give individual goals on how to improve no pressure All about improvement ↓ humour used well

Mama Kag - Make your own kind of music



Prifysgol Cymru
Yr Athrofa
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?

objective on board Adel Red
lino Amber
Green

Explain Empathy before showing what's happening

Questioning - always asking for the answer before giving any answer

↓
amazing
refers to objectives

2 positives *checks how everyone's getting to answer
1 to improve goes to messing around pupils first

cheers when they are
- fear analysis
- gives more time
- visualises with piano camera

Specifics / Critical Incidents

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

Singing register ✓ - engaged
↳ how well I be awesome today?

answering > bouncing throughout the class + had a positive feedback to children

peer analysis ↓ asking how they will be improved today on emotion

movement around the class ↳ every where keeping everyone's attention very well behaved

use of "black" "different colour to us"

↳ missing person improved

couldn't find word "Im" "I word".

Class management Plays Keyboard - claps
↳ gu always checking

show fingers ↳ they think they're naughty

• measuring as long as they can do more than last lesson its amazing

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/9/19
Lesson details:	Art - Year 9
Classroom culture (Are the students focused on learning?)	yes - all on task + all have further extension task then always checking on pupils to further education music as a reward for focus!
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Teacher explains to class how year 9 is more independent + gives tasks to do.
Direction (Are the students clear about what they are doing and how to do it well?)	explained + Recapped last lesson + Set new task + gave independence to go forward - for Splating - reminds boys you don't need to have the brush in the air the closer to the page the better.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Tasks for beginners set + also tasks for people who have done the work already. Some challenged more than others but just the start of course

Teacher
every calm yet has attention at all times
has time for all pupils
make sure they are all up to date

Assessment

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

- Self learning
- asks for explanations on what's already been done
- goes around for individual help
- questions to further information for Identity
- reminds them about homework
- checks progress of each pupil

Specifics / Critical Incidents

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

Some new pupils

↳ They have to catch up while others move on with current work.
+ teacher accommodates to each pupil
+ explaining what is needed for the exam 25% of mark.

Disruptive boys → behind back but still caught them + put them straight on task

Identity - topic - links to Donaldson.

↳ personal

↳ not everyone's comfortable

Pupils kept entering for different things
one Slammed the door causing a pupil to Scream - teacher was more annoyed at the Slam rightly so - only took a look for an apology.

Appendix C

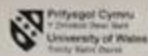
Prifysgol Cymru
University of WalesYr Athrofa
Education and Humanities

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

Dyddiad/Date:

Digwyddiad critigol (Ffocws)/Critical Incident (focus): Questioning

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	The teacher was outstanding ~~as~~ with questioning, he constantly drew A.P.K from the pupils through questions, he kept them engaged and his path through the class and bouncing answers from one pupil to the next really opened my eyes to how useful + important questioning is.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-dedurf y dyngi?" "Can you list the aspects of the incident in the context of learning?"	The pupils were all engaged and all wanted to participate. They all clearly were happy when they got the right answers.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gade yr un foth i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Questioning is so useful - the pupils find their own answers even if they don't know it at first. Keep changing the question direction/ wording and it eventually gets them to their own end point which is the correct answer. Self educating through questioning gave the children more confidence to answer + made them feel ~~the~~ proud for getting to the correct answer.
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?"	Going forward - Continue this to give the children the confidence to be able to independently learn - Donaldson - Possibly get the children to answer with/ ask questions to challenge each other further. Next - Use questioning more throughout their learning to enable them to be more independent.
Y profiad newydd / Transformed experience	



Yr Athrofa
Addysg a'r Dyniaeth
Education and Humanism

Appendix B

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

Dyddiad/Date:

Digwyddiad critigol (Ffocws)/Critical incident (focus): Topic area (Identity)

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	I felt that not every child was comfortable with this topic area. It made me feel a little sorry for the ones who were clearly struggling to find interesting things about their lives or what they enjoyed doing - even though it's a good topic I think. It's harder for people who maybe don't do/have anything out of school.
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?"	The pupils seemed interested in the topic however some struggled with the depth of the topic.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadeu yr un fath i sicrhau addysgu a dysgu effeithiol ym y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The teacher was very sensitive + encouraged the children that even if they couldn't think of many things there's a lot more things that's good about them + used questioning to draw more info + answers out which definitely helped the struggling pupils.
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 change the depth of the Topic? or have it as a possible Topic but also have a less deep Topic as another choice. - maybe not have to do self identity but instead be given a photo of a person or choose a person to explore their identity to
Y profiad newydd / Transformed experience	

Lessen pressure.



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Observation period 1

Appendix E

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/9/19
Lesson details:	Year 6 - Drama
Classroom culture (Are the students focused on learning?)	- Very engaged - clearly enjoying the topic slapstick comedy ↳ very eager but raucous
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Criteria given + last lesson what they covered ↳ performance piece
Direction (Are the students clear about what they are doing and how to do it well?)	Rules given ↳ sent into groups + given clear instructions
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	- Allowed to look at feedback - develop piece ↳ challenging - Some



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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?

Recap at start very well

↳ not picking "miss" "miss"

↳ but congratulating them
"is that what you were going to say, well done!"

- Peer assessment

check backs

↳ notes given

Congratulations + Praise

going to give more notes

Specifics / Critical Incidents

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

- Students not confident in performing
↳ instead of having to perform on stage - peer assess instead
less pressure! → kind it up

- chairs in front of fire exit
↳ very positively redirected
Students + took their ideas onboard

Tell everyone they have to perform
↳ if melt down - side note
Break this

Appendix F

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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): Self Confidence (Student)

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	This was a very positive experience - to see how the teacher dealt with a particular student's lack of self confidence was very positive and I will definitely take this going forward in my teaching. The journey of the student's self confidence even within the hour lesson was beautiful to see.
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?"	The pupil seemed happier with the more relaxed environment + showed a lot of self confidence increase in the lesson.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid 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 positivity + secrecy. The students were peer assessing performances but one particular student who has been struggling for a while with performing but today she was offered to perform in front of peers and to see her agree + do the performance was lovely as it was such a step up for her + another thing was the understanding the teacher had.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	Going forward - build pupil up more to eventually be able to perform in front of whole class. - keep complimenting + reassuring when needed but also leave to self develop too! Next Step - perform in front of larger group of peers + teacher too.
Y profiad newydd / Transformed experience	



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/9/19
Lesson details:	Drama Year 10
Classroom culture (Are the students focused on learning?)	yes - very happy to be watching billy Elliot clearly want to be in the lesson ↳ have good relationships
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	yes all activities are working towards exam criteria + moving info forward
Direction (Are the students clear about what they are doing and how to do it well?)	Told what is expecting - need to take notes on style - acting differences from one style to the other. - Always given explanations
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All students have to compare one play to a MT piece - set - style - acting, challenged by having to take notes also! - Social - Political - cultural context ↳ Historical

periodic observation
To much pinch for Judy
billy Elliot
blood brothers
Frankenstein
↳ National
theatre
Appendix G

Assessment

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

recapting what they did for too much punch for Judy - realised note taking wasn't working so used template from TMPPJ as it worked better

↳ getting it down in their own words

- class discussion

↳ free questions

↳ questions answered with questions before giving answer

↳ Breaks elements down so it's not an overload

Pauses video + questions them on what they see

Specifics / Critical Incidents

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

↳ Questioning was used well to get through A.P.K out of pupils. ↳ feeding as much info → not info overload

↳ Political - cultural - Historical

- Pupils not afraid to give wrong answer

↳ Comfortable environment

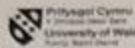
↳ teacher things of pupils well being first.

↳ Knows pupils + has good relationship.

on demand

National Theatre Archive

Appendix H



Yr Athrofa
Addysg a'r Gymorthau
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Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date:

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	The environment in this class was such a positive one. Myself + clearly the pupils felt the same too because they weren't afraid to give a wrong answer at all and they all seemed confident which was so nice to see
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?"	The pupils were very happy + relaxed in their lesson + clearly had a good relationship with the teacher.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei godw yr un fath i sicrhau addysgu a dysgu effeithiol ym y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	I would definitely want this environment + relationship with my future pupils. The teacher has a nice balance between authority and comfort with the pupils and the pupils really were positive + seemed to really benefit from this!
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?"	Going forward this could be used to especially help pupils who are struggling with an open door policy. The teacher could be observed and the environment really needs to be passed on throughout the whole school because these were the most content + engaged pupils
Y profiad newydd / Transformed experience	

I've seen.