

**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.**

Word count- (3982)

Introduction.

The purpose of this study was to highlight a 'critical incident' in a classroom setting by using observations of the classroom in question. When carrying out observations in the classroom, incidents may occur and be recorded. 'Critical incidents' are unplanned events that happen inside the classroom which, upon reflection gives an insight into the way things can be changed to enhance the learning from the teacher's perspective (Farrell. 2008) however Tripp (1993) states that 'not all critical incidents are 'dramatic or obvious' and may be events that are very ordinary in the classroom setting but with further analysis of the event the incident turns from 'typical' to 'critical'.

To develop these incidents into 'critical incidents' we as observers need to first identify the incident and reflect and analyse to understand the reasons for this behaviour or teaching event (Tripp, 1993). This further analysis could lead to a change in practice by the teacher which could lead to more effective teaching and learning being achieved in the classroom (Petty, 2014). In this study an incident will be highlighted and analysed further using relevant literature to assess if the incident would inhibit or enhance effective learning outcomes in pupils.

Observation.

The school in this case study is an inner-city school based in Swansea. For the purpose of this study, the school in question will be named school X and kept anonymous as to agree with BERA guidelines (2018),

*'Researchers should recognise the entitlement of both institutions
and individual participants to privacy and should accord them their
rights to confidentiality and anonymity.'*

There will also be no pupils' names used in this document as to also agree with privacy rights of the children. Permission was given by the class teacher to conduct the observation of the year 1 class. Only written recordings were used in this observation and no videos or audio recording were used.

School X has 526 pupils split over 17 classes from nursery to year 6, there are two classes per year group apart from year 3 which has three classes. Of all the pupils that go to the school, 48% of these are considered children with additional learning needs (ALN) of which some are taught in mainstream, however some have the option of the two specialist learning facilities which are located in the school. The percentage of children receiving free school meals is much higher than the national average in Wales of 18% and is currently 44% of pupils in the school, which suggests the school is situated in an area of increased deprivation (Estyn. 2019).

The observation was conducted of a year 1 classroom where the age range is from 5-6 years old. Four observation sheets were recorded for each of the observations which took place, see all appendices for reference.

Methodology.

The observation method used for this study was unstructured as there was no initial plan of a focus to the observation and the incident was witnessed and chosen to be used after the initial observation. It did not seem necessary to use the systematic approach to record what was witnessed in the classroom because the aim was not to record how many times the incident happened or when the incident took place but to record the incident itself (Simpson and Tuson, 2003). The research will be carried out in a qualitative manner in order to gather a large range of information from the particular lesson. The observations will be written in note form and recorded from direct observation. The reason for using direct observations as a strategy in this study is that social interactions can be recorded in much more detail than if questionnaires or interviews were carried out (Simpson and Tuson, 2003). The only downside of using a more descriptive form of data collection, is that an observer bias may be created unintentionally by the observer and also interpretations could be subjective when the situation is analysed further (Kumar, 2014). The approach used is a mixture of participant and non- participant observation. Being a non- participant allows for judgement to be passed on the situation in an unbiased and impartial way but with an element of participation as to not increase the risk of signs of the 'Hawthorne effect' (explained below) which could occur (Cohen et al. 2011) and allow for an observation of the normal situations inside the classroom, which is described as a 'natural observation' (Kumar, 2014).

In this report, the phrase 'case study' is referenced. This refers to the classroom and the group of pupils involved, along with the teacher and is focused on a particular incident/ event that happened in this setting and according to Kumar (2014) it is very useful to use this design when there is no initial focus and you would like to get a more 'holistic' overview of the situation.

While observation was the method of choice for this particular study it does have some problems associated with it. One of these problems is that some data may not have been recorded accurately and the notes may have been too detailed, so certain initial observations were missed. Another issue is that when groups of people notice that they are being observed some individuals may change their behaviour, this is known as the 'Hawthorne Effect' where what is being observed is not what naturally happens in that situation, this behaviour can be presented by both pupils and teacher alike (Kumar, 2014). It was important therefore to consider where the observer will observe from in relation to the pupils or teacher in the class as to limit disturbance and reduce disturbance to the classroom culture (Simpson and Tuson, 2003).

Critical Incident.

The observations took place over two days in the year 1 classroom. Behaviours of both the teacher and the pupils were recorded (see appendices 1-4 for detailed observation sheets). The critical incident used in this study happened at the end of the day. The teacher had all the children sitting on the carpet in front of the whiteboard to listen to a story. The premise of the story was to highlight internet safety, especially the issue of cyber bullying. The children could follow the story and see the illustrations on the interactive white board on the wall at the front of the class. The teacher first uses questions to stimulate engagement e.g., "What does this word mean?" so the teacher can then assess if all the children are paying attention. A follow up question by the teacher, "what games do we play where we can chat to our friends?" makes the topic relatable to many children in the class and makes the discussion relevant as most of the children shout back an answer, "Roblox". A further question asked by the teacher was asking the children to solve a problem, "How do you think the situation could have been changed for the better?" For this sort of question, the pupils had to be able to come up with a new solution to solve this problem which required more thinking from the pupils and also required the pupils to have existing knowledge of the topic. The story telling and discussion however was cut short due to the class being needed for foundation phase assembly, which was conducted in the hall. After the initial observation, it was decided that the type and use of teacher questioning in the classroom will be analysed further. This incident links very well into the four purposes outlined in the document

Successful Futures (Donaldston, 2015). The four purposes are the foundations of what is believed necessary for children to be able to achieve with regards to the new curriculum in Wales for 2022. Donaldston (2015) outlines that all children should be 'ambitious and capable, enterprising and creative, healthy and confident and ethical and informed' and would be encouraged to carry this forward into their adult life and all teachers and practitioners should develop their teaching practice in order to achieve this. The questions asked by the teacher build upon the existing knowledge of the pupil, the understanding of the topics brought up in this case study enable pupils to be better informed to ensure they become better citizens and the questions allow pupils to have the foundations of problem solving and knowledge to creatively think of solutions to problems in the real-world context. By gaining knowledge on the topic of internet safety and cyber bullying children are becoming aware of their impact upon other people in society and will be able to make informed decisions on what choices they make later on in life. The questions asked by the teacher allow pupils to think more deeply about an issue that has relevance to the modern age.

Literature Review.

According to Pritchard (2009) there are various ways to define learning, it is the 'acquisition of knowledge' from 'study, teaching or instruction', which could lead to a 'change in behaviour or understanding.' These definitions follow closely to the learning theory of constructivism.

One aspect of the theory of constructivism is that learning is accomplished by building on top of past knowledge and experiences in order to understand something better which is a form of active learning (Olusegun. 2015 p-67).

Jean Piaget was one of the most well-known of these theorists, he came up with developmental stage theory which outlined characteristics of behaviour and learning at different ages from birth to 11+ years and explained that these should be milestones that everyone should be able to achieve by a certain age (Pritchard. 2009) and shows that learning can occur before attending a school-based institution. However, this theory can't simply be used by itself as some children will develop at different rates based on the differences in the experiences they have. Another theory which outlines this but contains an additional aspect is social constructivism.

Social constructivism explains that talking and being able to discuss topics with a 'more knowledgeable other' is a large part of learning (Pritchard. 2009) and this activity can speed up the learning process. This other person doesn't necessarily have to be of higher intelligence than the learner and may just have different experiences with regards to the subject or topic.

In 1978, a concept was founded named the Zone of Proximal Development (ZPD) which illustrates that with adult guidance and supervision the development of a child could become enhanced than if the child were to achieve it on their own (Vygotsky, 1978). Later Bruner (1975) added to this by coining the term 'Scaffolding', which shows that with the teacher or practitioners assistance, support is provided for the learner which enables them to develop their skills and practice them in order to use these skills and information independently in the future (Smith and Knapp. 2009).

For a teacher to effectively 'scaffold' the learning the teacher should first understand the interests of the learner or what the learner is trying to do, encourage the independence of the learner (which could be reinforced with positive encouragement of already completed work) and allow the learner to reflect on the activity that has been carried out (Smidt. 2011). Constructivism in the classroom can be seen by the learners engaging in collaborative work and discussions, it shows the learner actively engaged in their own learning and fully engaged in this and the learning is 'authentic' and can be used in different settings by the learner (Olusegun. 2015 p- 68). Questioning by the teacher and the student alike is a massive factor in constructivists theory.

In 1956, Bloom et al came up with the idea of learning taxonomy which can assist teachers in developing the use of questioning in their classrooms. This taxonomy comprised of the headings 'Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation', this was in their eyes considered a hierarchy and the lower stages of 'Knowledge and Comprehension' should be mastered before moving onto further complex stages in the taxonomy. Later, this was further revised by Krathwrol et al (2001) where changes in the original terminology were created. New headings for the categories were created, these included, 'Remember, Understand and Create'. 'Apply, Analyse and Evaluate' stayed the same in this context. The revised learning taxonomy is simpler to understand and therefore easier for teachers to follow when designing and implementing questions in their classroom. The lower stages of remembering, understanding and applying the knowledge, refer to the information which is just recited by the student and the further complex stages show the pupil being able to use the knowledge and apply it to a different context. This taxonomy is what many teachers base their questioning of pupils in the classroom on (Kerry. 2002).

There are many different types of questions that can be asked in the classroom, conceptual based questioning relies upon reasoning knowledge and empirical based questioning based on facts and value with more emphasis on particular moral issues of the learner (Brown and Wragg. 1993). Each type of questioning will produce a different response in the learner. One example lower order questioning used in classrooms is 'recall questions', where the answers given are based on previous information given to the pupils and an example of a higher

order question would be analysis questions used to pose the question of "Why?" Answers given to this question show a problem-solving aspect of thought by the pupil (Kerry, 2002). The reasons for teacher to question pupils is to encourage pupil talk in the classroom so that students are able to think about appropriate responses to the questions being asked of them, questioning can be a signal to the teacher of a learners feelings towards a particular subject or topic and can raise curiosity and interest in the topic. Questioning also encourages the learner to use previous knowledge of the topic in order to formulate their own views on the subject and the teacher can see how much previous knowledge the learner has already before the task is set, the use and type of questioning used by the teacher can be used to deepen the thinking of the learner with regards to the topic (Kerry, 2002).

According to Elder (2012) the questions asked by the teacher should be of good quality and motivate more questions to be asked by the learner. She also suggests that the teacher should strive to make students feel safe and confident in their classrooms so that they are more likely to give better quality answers to the questions asked of them and that teachers should make the questions asked in their classroom relevant towards the learning (Elder, 2012). It should therefore be important for the teacher to consider the language used in the questions asked of the pupils and these should be aimed to all abilities of the pupils in the class (Kerry, 2002).

Another factor to consider when asking questions is the amount of wait time that comes immediately after asking the question before a response is given by the pupil. Rowe (1974) showed that on average the wait time carried out after initial question was 0.9 seconds but with further investigation believed that an appropriate wait time after questions was between 3 to 5 seconds. For an answer that requires more thinking for example a more complex higher order question, when wait time is increased there is shown to be an increase in achievement from students (Tobin, 1987 and Gilliam et al, 2018). It is considered to not just assume that if there is no immediate answer from the pupil that the knowledge is therefore lacking, however it may just take that individual longer to come up with an answer to the question (Ingram and Elliott, 2015). All pupils will require this wait time and isn't dependant on the ability of the pupils asked the question, more able children may need a longer time to put their many words into sentences that would make sense and the less able student may need a longer time to come up with answer that is relevant even if the response needed by the teacher may be consider a simple answer. Also if the question is given a longer response time then the student knows that it is acceptable to need extra time to answer questions to give a more in depth answer and that an answer given more thought is better than just a quick one word answer (Kerry, 2002).

Costa and Kallick (2000) believe that it is important to not only know how many pupils can answer a question and recite an answer to a question but how they can use their knowledge and act appropriately to certain problems encountered in their lives. This is important to consider when looking at their ideas of 'Habits of Mind'. It is considered that teachers should teach towards this goal and constantly use them in their practice to ensure that these behaviours are reinforced in the pupils.

A way to measure these strategies and techniques would be considering the effect sizes of each technique. Maranzo's theory-based analysis shows that having students recall prior learning or answer questions based on previous learning has an effect size of 0.93 and carrying this out in a descriptive fashion e.g. the use of relevant literature and story books has an effect size of 0.63 and further still, allow pupils to use this knowledge and apply it to a different context which has an effect size of 1.16 (Petty, 2014). Effect sizes can be important factors when planning classroom activities to ensure you achieve the best learning possible and allow for evaluation of the teachers' effect on the pupils (Hattie, 2012).

Evaluation.

From analysis of the incident observed, I witnessed that the teacher did use questions appropriately with the aim to successfully promote effective learning in the students. The questions that were asked were first of all to access the prior knowledge of the pupils, to engage them in the activity making it relatable and following on from that asking an open-ended question to stimulate thought of the subject. This is following Blooms learning taxonomy (Kerry, 2002) and I believe this is a very successful way of allowing the students to grasp the knowledge previously given to them, allowing them to solve the problem using their own knowledge on the subject and putting it into a real-life situation.

It is therefore important for the teacher to plan the questions that will be used in a lesson effectively, this can be done successfully when the learning objectives are clearly set out (Kerry, 2002). To find out which strategies and techniques work in a classroom setting and for a particular group of pupils, it is important for a teacher to be critical of the events witnessed in the classroom. To be critical as teachers, the need to be reflective is important. One method the teacher could use could be an observation template created by Elder (2012) where the types and frequencies of the questions asked in the classroom could be recorded by an observer or by the teacher themselves. This could then be used by the teacher to see if they have used lower and higher order questions their lessons. Petty (2014) explains that in order to be an effective teacher you need to first review the teaching methods used, learn from the review what you could change or develop, apply these changes to your teaching practice and carry this out.

It is necessary for teachers to be reflective in their approaches to teaching to not just understand what they are teaching but allows why and how they are teaching to ensure the best possible practice for effective learning environments (Donaldston, 2015).

To reflect upon this incident and others witnessed during other observations (see appendices 1a, 2a, 3a, 4a), I have used an Assisted Reflective Conclusions (ARC) Model. In this ARC model I have outlined my initial thoughts of the observed incident, what I believe went well/ badly and how I will learn from this for my own teaching practice in the future. I think on the whole the lesson was delivered very well by the teacher. It was surprising to see how much knowledge the pupils already had of internet safety and online bullying and how they could apply this to the higher order question used by the teacher at the end. There were appropriate links of this topic to the Digital competency framework (DCF) outlined in the new curriculum guidelines (Education Wales and Welsh Government, 2019) with links to the strand within the DCF of citizenship. The DCF is a cross-curricular subject and believed to be of much importance to the development of learners in Wales (Donaldston, 2015) and teaching of safe practices throughout this topic promotes social education and wellbeing of the pupils to enhance their personal growth (Smidt, 2011). This story also linked with a previous lesson that day where the pupils were learning new computer skills (see appendix 4a). Whilst reviewing the relevant literature (Rowe, 1974, Tobin, 1987, Kerry, 2002, Ingram and Elliott, 2015) a longer wait time could have been used by the teacher, especially when answering the higher order question asked at the end of the session as this would need more thinking time to formulate the answer. A longer wait time could also have encouraged more pupils to answer the question. It was disappointing to see the lesson cut short; however, it is understandable that sometimes this may occur and possibly a follow up activity could have been carried out during a lesson on the following day. The teacher also used an analogy which I thought worked very well in engaging pupils. It was the idea of 'Thinking hats,' which are imaginary hats pulled on when the pupils have to answer a harder question. The action was also modelled by the teacher and all the pupils responded which indicates to the teacher that all the pupils are engaged and paying attention. The questions used by the teacher, I believe were delivered in the correct order, firstly to activate prior knowledge and make the topic relatable and then to increase the pupils thinking into the topic with a question related to problem solving. A possible development on to this activity would be to use assessment for learning strategies such as think- pair- share to allow for peer to peer discussion of the topic and also bring in some role play where the pupils act as characters from the book and play out the different scenarios. This could be linked back to the DCF further by allowing the pupils to record their responses using digital technology.

Conclusion.

To conclude, observations of classroom activities are important for teacher to reflect upon their practice to see what works and what doesn't within the context of the pupils learning and engagement. It is important for teachers and practitioners to collate evidence to show use of various teaching practices associated with effective learning and to share this information with others in their field in order to pass on the information gathered. This information can then be used by all teachers and practitioners to develop the learning experience for pupils in Wales and it is necessary that support is given to those that need to enhance their teaching performance. Teachers should be shown the correct ways to reflect on their own practice and given the opportunity to do so (Welsh Government ,2019). Effective learning should be cross curricular with learning put into real life contexts which is shown here by the teacher making it relatable to the pupils' life. It is also considered that teachers and practitioners should contribute to research and keep up to date with new findings in research to improve their own professional development as is stated in the new guidelines for professional standards in Wales (Welsh Government, 2019). This study showed that purposeful questioning by the teacher is important to the effective learning of the pupils and teachers should be mindful of the type, language and use of appropriate questions in their classrooms.

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Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Morning session and physical education.
Classroom culture Teacher only with this class Thurs and Fri support staff- 2 (Are the students focused on learning?) Teacher sits at front of the class 2 white boards in the classroom. One drywipe and one interactive. The doors from the classroom to corridor do not close. Next to interactive white board there is a behavior chart- (from top to bottom) Super day- Amazing- Oops- Oh dear, pegs with children's names attached to the chart- all children start on amazing and are then moved up or down based on behavior. On the drywipe board is a picture timetable of what the class are doing for the day Children told to come straight onto carpet by TA TA starts by asking them "Sut wyt ti?" children are given a frog toy to hold when speaking -Not all student focused and lots of chatter going on. Teacher then takes over- fills out register/ cinio and brechdanau/ sings "sut mae twydd heddiw?"
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) After register is taken the children are asked to count everyone in the class (there are 27). The teacher then asks what is '1 more than and 1 less than 27' - possibly linked to a previous maths lesson. Children are then told that they will be doing P.E.
Direction (Are the students clear about what they are doing and how to do it well?) Change of activity- P.E Children need to change for this activity. Teacher gives an incentive for the quickest to change. It takes a while for the students to change into kit.

The children who do not have a kit are told to line up straight away, whilst the others are still changing. Teacher sings 'wheels on the bus' to get the attention of the children. Then counts down from 5 for all children to stand in a line and wait to go into the hall for the beginning of the activity.

During the activity- there is a clear purpose from the teacher and children are asked for feedback.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

9 children don't have P.E kit but are still engaged with the lesson as they do it in their uniforms.

1 activity- warming up- Teacher reminds children of keeping to their own 'space bubble' in order to avoid accidents. Warm up activities- copy the teacher- different actions and traffic lights game (teacher calls out green for running, amber for jogging on the spot and red for keeping still).

2 activity- game- "duck, duck, goose" all the children are engaged because whoever is not choosing or running has to cheer the runners on.

3 activity- game- "apple pie"- not all children are involved in the activity on two children play at one time. Some children get restless.

4 activity- game "farmers in the den". The child that keeps running off is asked to partake in this activity by the teacher first. all children sing the song and the children in the middle pick children to join them in the activity.

5 activity- action songs- actions for bath time and bedtime routines whilst singing a song. All children are engaged and singing and doing actions along with the teacher. Ends with sleeping lions to cool down. Children are very restless and not lying still.

Some children leave the lesson to do some guided reading with the TA back in the classroom.

After this the students go back into the classroom to change back into their uniforms. Some children refuse to do this and just mess around at the back of the class. Both teacher and TAs are insistent that they do change back into their trousers or leggings as they next activity is playtime outside.

The teacher reads to the children that are ready on the carpet, about 10 children are still changing and not involved in this activity at all.

Assessment

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

After register is taken the children are asked to count everyone in the class (there are 27). The teacher then asks what is '1 more than and 1 less than 27'- possibly linked to a previous maths lesson.

P.E activity- all students sit on the floor of the hall in a circle. The teacher asks during P.E "Why do we do P.E? What does exercise do? why do we have to warm up?" Children answer, "to keep us fit, so our heart beats faster, to give us energy"

During- mini plenary- teacher stops activity, children put their hands on their chests. Asked "what do you feel?" answer "hearts beating faster" links back to introduction. Children are then asked if they have warmed up enough, the answer is a resounding no so more of a warm up is needed- pupil choice.

The teacher doesn't ask at the end of lesson how the students feel.

Specifics / Critical Incidents

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

One child fell on the yard before coming into school- child doesn't really make a fuss until the TA gives her more attention, then she begins to cry and keeps crying all through the first activity. She is not sitting on the carpet but on a chair next to the TA at the front of the class.

There is noise from outside the classroom of other year groups which the teacher explains to the class that they are going on a trip.

The 'Sut wyt ti?' activity wasn't finished the teacher said that we would come back to it later in the day.

The TA is asked by the teacher to move certain pupils to different spots around the circle.

After "Sut mae twydd heddiw?" no change is made to the resources on the wall with regards to this activity.

Teacher makes no reference to the picture timetable on the board.

One child persistently runs off out of the session.

A little girl insists to the teacher that she was the first to change so her peg can be moved from the amazing to super day part on the chart. The teacher says yes so, the little girl moves her own peg up the chart.

2 boys are playing with the teachers P.C whilst the others are changing. This goes unnoticed by the teacher as she is busy trying to get the others to line up.

During the P.E activity, whilst sitting in a circle one child gets elbowed in the face by another. This goes unnoticed and she starts crying which alerts the teacher. He insists it was an accident and the little girl is told to go and get some tissue for her face. There is no telling off from the teacher for this particular incident.

The teacher has difficulty getting the attention of all the pupils and is constantly having to raise her voice.

Critical incident is highlighted

Appendix 1a

Model Beirniad Wedi Adfyfyrrio (BWA)

*Assisted Reflective Conclusions (ARC) Model***Dyddiad/Date:** 26/09.19**Digwyddiad critigol (Ffocws)/Critical incident (focus):** After “Sut mae twydd heddiw?” no change is made to the resources on the wall with regards to this activity.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>“What are your feelings regarding the experience?”</i>	I believe reference should have been made to the resources on the wall to reinforce the learning. I was unhappy that there was no link made and thought that the pupils might just think it was a meaningless task and one that they do every morning just because its singing.
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 initial activity went well. All the learners were engaged in the activity, singing along and all wanted to give their opinions on what the weather was like that day. One child answered quite readily, the answer she gave was ‘braf’. There could have been more of a discussion with regards to more of the opinions of a few more of the children. The weather that day was changeable, and it was decided by the teacher that they would go with the first answer that was given. There was a clear explanation of this by the teacher.
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 song used to initiate the activity was one that I have witnessed before and is probably most common in most welsh schools. The children were just engaged in the singing aspect of the element and could have been more involved by changing the pictures on the wall or more involved in a discussion of the weather. More descriptions could have been used and references made to different weather types that may have been seen earlier that morning.

Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materïaon 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>	By changing the picture resources at the front of the class this might reinforce the learning of the children. This could have either been done by the teacher herself or in my opinion should have been done by one or two pupils so the rest of the class could see. I would definitely have the children change the pictures on the wall to promote a better understanding of the context of the activity and also so you did want to refer back to them you could do during the course of the day. I would possibly hold up the pictures of different weather in front of me or have them up somewhere so the learners can choose from certain weather types. Due to the weather being changeable, I would have liked to have seen more of a discussion of what the weather might have been. This could have been done as possibly a think- pair- share activity or you could have bounced the question to different learners in the class. This activity could also have been carried out again at lunchtime and then at the end of the day. The repetition of the activity could have more of an impact on the learning.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/2019
Lesson details: Year1 16 pupils ICT lesson- teacher takes 16 pupils into ICT suite for focused activity
Classroom culture (Are the students focused on learning?) Children sit in front of large projector at the front of classroom. Pupils watch as teacher explains the activity and shows the class what they must do step by step to access the programme.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose is to make a pictogram on the computer using a programme accessed through HWB.
Direction (Are the students clear about what they are doing and how to do it well?) Teacher explains an example to what they have to do by demonstrating with the whole class- all the children vote together for some colours which are picked out by the teacher- this data is then put into the pictogram slowly by the teacher so all the children have been shown what to do
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All the pupils watch the demonstration by the teacher All the pupils engage in the main part of the lesson as they all have a chance to carry out the activity on the computers Some pupils struggle with mouse control and clicking the right button on the mouse for a particular action- all the pupils were challenged. Pupils are put into pairs so they can help each other-another group struggled with the activity and the teacher encouraged the pupils that did know what to do to help the ones that were struggling.

Assessment

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

Before- Pupils asked what they did last week in ICT- APK

After explaining activity, pupils were asked to put their thumbs up or down if they understood or not.

During- teacher walked around the class to ensure all the pupils knew what they were doing and were doing it well.

Mini plenary- teacher stops to explain how the children undo a mistake that they have done on their computer- models this on the larger screen

End of activity- children are shown how to shut the computers down successfully- introduction of new information

Pupils asked why they need to shut their machines down? - some answers “to keep out passwords safe” and “so no one sees our things”- APK

Teachers says all the pupils have done excellent work today and they should give themselves a pat on the back- “da iawn” thumbs up

Specifics / Critical Incidents

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

Teacher uses a good range of questions to APK- asking pupils to explain what they did last week? “why do we need to safely turn off the computers?”- topics on internet safety (DCF)

When making the pictogram teacher asks, “how many children voted green?”, “How many voted red?” and “what was the least popular colour?”- keeps the children focused.

Teacher uses the other children who know how to do it to help the children who are struggling.

One child that was watching the demonstration fell from her chair- the chairs in the ICT classroom are larger than the ones in the year 1 classroom.

Positive encouragement is given by the teacher to all pupils completing the activity.

Critical incident highlighted

Appendix 2a

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

Dyddiad/Date: 2/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): One child that was watching the demonstration fell from her chair- the chairs in the ICT classroom are larger than the ones in the year 1 classroom

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	First, I was shocked when I witnessed the child fall off the chair. The teacher ran over to help the child and see if she was ok. the pupil fell off during a presentation of information given by the teacher during the mini plenary.
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 the pupils were watching the demonstration by the teacher intently and were engaged in what the teacher had to say. However, some pupils had their back towards the teacher so had to turn in their chairs to see the teacher clearly, this then lead to the incident in question.
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 information that the teacher was demonstrating needed to be given to all the pupils in the class, but because some pupils had their back to the teacher it was difficult for the teacher to show this effectively. The pupils needed to have sight of the teacher in order to receive the information given to them.

Casgliadau a chatau 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>	Possible solutions would be the teacher could take the time to go around each pupil's computer and explain it to each pair of pupils individually, this would decrease the likelihood of an incident of a child falling off the chair because they were turning around to face the teacher. The chairs in the classroom could be of appropriate size for the children using the computers.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/2019
Lesson details: Using sentence 'where did the ball go?' based on the story the class are reading- linked to the term theme- Football
Classroom culture (Are the students focused on learning?) Teacher asks children to remember the story read in previous lesson 'Get my ball' Teacher asks, "where did the ball go?" in the story. Hands up approach used.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Teacher explains that the focus group will be writing in their books, TA takes another group to make lists of things they need to play football and the other group has a choice of another activity.
Direction (Are the students clear about what they are doing and how to do it well?) Focus group- writing the sentence in books- Teacher explains the task- writing the sentence 'The ball went...' and finishing this in their books. Some children need encouragement to keep writing. The teacher writes the sentence on the board- pupils have to copy it down and finish it.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Teacher explains that they can draw pictures as well as writing the sentence. Three children take a while to write out the date, this slows their progress with the work. Two children just want to draw a picture so rush their sentence.

The teacher writes examples of endings on the board to help the children that are struggling.

Two boys finish first and are directed by the teacher to another activity in the classroom - 'sut wyt ti?'

Assessment

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

Before- teacher asks whole class where the ball went in the book? - APK

During- teacher encourages the children to write more- 2 children write out 2 sentences the rest just write out 1. The teacher helps with spelling by sounding out the words to help the children. She then writes examples on the board to help. Teacher explains that they should use their fingers to keep the spaces the same between words.

Teacher shows the all pupils another pupils work as they have done a really good job completing the activity- modelling to the rest how she wants the work to look.

After finishing task- teacher marks the books straight away (green pen) and gives extra activities to those finding it difficult writing their d and bs. She explains to the group that they may have to go over this again in class as most children are struggling.

At the end of the lesson- whole class sits on the carpet- teacher asks the children that went out with the TA what they have learnt, she does this by bringing objects out of a sports bag and asking the children if they think they need that particular object to play football.

Specifics / Critical Incidents

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

Hands up approach- leads to children shouting out with their hands up and the teacher tells them off.

The date is written only in English on the board and when writing it out in their books the pupils take a while to write this out which slows the progress of the activity.

The teacher has to open the books for the children as when left to do this themselves they sometimes open it onto a random page and write there.

A pupil thinks that she should tick every letter she has wrote in the date in her book- teacher asks her 'why she thinks that was the write thing to do?' the child shrugs and the teacher hands her a rubber to get rid of the ticks on the top of the page.

When the children are tidying up the teacher closes eyes, says "I hope I'm going to have a lovely surprise when I open my eyes" and "I want to see everyone sitting on the carpet". She counts to three in welsh, opens eyes and points out the children sitting quietly on the carpet- positive reinforcement to encourage positive behaviour.

Teacher gives incentives for other activities in the classroom such as 'sut wyt ti?'- explains that points will be rewarded to children that complete this task- after

completing the focus of the lesson some children rush to complete the task in order to get the points.

Pupils show their work to the teacher- positive words used by the teacher and then she says that they can add their points to the chart themselves.

After focused task one pupils is wandering and looks like he doesn't know what to do- teachers adds another activity to the classroom- 'doubles'- pupils roll the dice and say out loud what that number is doubled, then they have to throw a small ball towards a poster on the wall with that number and a picture of a goal net- linking back to theme.

Critical incident highlighted

Appendix 3a

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

Dyddiad/Date: 2/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Hands up approach- leads to children shouting out with their hands up and the teacher tells them off.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt the class was getting a little out of control when answering the questions from the teacher. The teacher was telling them to raise their hands, but they had their hands raised and were still shouting out. The teacher was telling them to be quiet and that she was only listening to the answers of children that were waiting their turn quietly with their hands up. I think the children were over eager to answer the question and so excited that they knew the answer that they couldn't wait their turn.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	Positive- the teacher asking them to refer back to information gained in another lesson and that all children seemed to want to answer the questions posed to the class.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	APK I would keep the same as its important to return back to previously learnt information in order for pupils to remember the information correctly the hands up approach didn't work well in this situation as all the children wanted to answer at the same time.

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>	other approaches could be used instead of the 'hands up approach' such as 'numbered heads' – where pupils are asked to answer the question based on the number that they are e.g. "for this question I would only like number 2s to answer". I would also use lollypop sticks to pick children out at random and get rid of hands up altogether. This might stop the need for children to call out their answers
Y profiad newydd / <i>Transformed experience</i>	

Appendix 4

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/2019
Lesson details: Year 1 whole class- Shared reading- 'Digiducks big descison' Time: end of the day.
Classroom culture (Are the students focused on learning?) All children were focused on the teacher reading the book. The book was shown on the interactive whiteboard so all the children could see.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Not a clear learning objective and it was not stated at the beginning of the session. As the lesson progressed you could see that the teacher had planned this reading activity to promote online safety and prevention of online bullying.
Direction (Are the students clear about what they are doing and how to do it well?) Students are asked the questions and put their hands up but still shout out the answers. In a firm voice the teacher explains to the pupils that the ones shouting out are "disrupting me"
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students are able to engage with the lesson as the book is show on the whiteboard at the front of the class, it is large enough for everyone to see (even at the back of the class) The teacher asks questions to the whole class and there is an opportunity for all the children to answer
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?) Teacher asks the pupils for their prior knowledge around the subject "what games do we play where we can chat to our friends?" and "what do these words mean?"

At the end the teacher asked, “How do you think the situation could have been changed for the better?”

Specifics / Critical Incidents

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

At the beginning the teacher asks the TA to sit at the back of the class to ensure the correct behaviour is being used by the pupils so the teacher didn't have to stop every few minutes when she was reading.

The types of questions used by the teacher- linking this to previous knowledge and earlier activities from the morning session.

The teacher asked the pupils to “put on your thinking hats” and the pupils copied the teacher by putting on their imaginary ‘thinking hats’

The lesson cut short for assembly.

Critical incident highlighted

Appendix 4a

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

Dyddiad/Date: 2/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): The types of questions used by the teacher- linking this to previous knowledge and earlier activities from the morning session.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> "What are your feelings regarding the experience?"	I was surprised with how much knowledge the children had on the subject already even though they are still quite young (year 1 class) In my eyes I think the activity was too short and would have liked to have seen more of a discussion by the pupils. I really enjoyed listening to the story which was read by the teacher.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> "Can you list the aspects of the learning experience that went well?" <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> "What were the elements of the learning experience that were disappointing?"	There was good use of appropriate questions to APK of the subject The way in which the teacher read the book to the children e.g. demonstrating snoring so the children could copy actions and sounds- this was keeping the children engaged in the activity. It was good to see the activity link into the lessons for the day e.g. ICT morning session. There is also a link here to the DCF of the curriculum. The wait time after each answer wasn't long enough and all the children were shouting over each other to give an answer to the teacher.
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> "What will you keep the same to ensure effective teaching and learning in the future?" <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> "What was the cause of the most important disappointing element?"	I would keep the questions the teacher used the same. I like when the teacher used the analogy of 'thinking hats' and actually got the children to pretend to put on an imaginary hat- this could be a way to keep the pupils engaged in the activity and warn them that a question is coming up that requires more thinking. The disappointing aspect was caused by pupils shouting out and some pupils not given enough time to process the question posed in order to formulate an answer, this was especially so with the open question at the end which could have a range of different answers.

Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materïaon 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>	Possible solutions would be for the teacher to wait a little longer in order for all pupils to understand and think of an answer to the question. I would develop this further and have the pupils formulate their answers using think- pair-share methods or the possible use of role play. A follow up activity could be the children use the characters in the book to record a video of them explaining how the situation could be made better (which was the last question posed to the pupils by the teacher).
Y profiad newydd / <i>Transformed experience</i>	