

**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.**

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## ***Introduction***

The purpose of this report is to illustrate that by acknowledging and analysing critical incidents, teachers can learn from experience, and reflect to positively improve their future practice, (Joshi, 2018). It aims to explore an observed, significant critical incident, which has been analysed and evaluated in order to decide next steps, and how reflective practice is key to developing professional judgment.

In order to continually develop, teachers must reflect upon their teaching and practice; a process which is essential for proficient professional judgment, (Tripp, 2012). This infers the teacher, as an individual, is responsible for recognising and identifying incidents which they feel are 'critical,' and thus require further action. The decision on whether the incident is critical is part of an individual's problematic, and teacher's must assess their own problematics in order to evaluate and progress, something Tripp (2012) reflects on in the following, "...if we do not control our professional awareness and problematics, then they control us" (p.15). This supports the notion reflective practice is essential for development, and critical incidents are just one of the methods that can be used reflect.

Critical incidents are defined as appearing ordinary at first, and are not 'created' until further analysis is conducted, and this analysis then provides a valuable insight into the specific teaching and learning processes occurring in that context (Halquist and Musanti, 2010; Joshi, 2018; Richards and Farrell, 2012; Tripp, 2012). It is for this reason critical incidents remain personal to the individual and essential as a form of self-assessment for teachers.

## ***Observation; School and classroom context***

The school observed in this report (Appendices 1-8) will be referred to as school (X) and any pupils involved in observations will not be named and will be referred to as child (X) or another letter to differentiate. This is to abide by BERA guidelines which recognise the need and rights of participants for privacy, confidentiality and anonymity within research and fieldwork, (BERA, 2018; 21).

School (X) is a community primary school in an area which, according to the Welsh Index of Multiple Deprivation (WIMD), is in the top 20 of 148 lower Super Output Areas (LSOAs) of Swansea, and the top 200 of 1909 of Wales, (Welsh Government, 2014). It is currently a 'Green' support category school which educates 411 pupils and has a budget of £3337 per pupil, (My local school, 2018). Approximately 24.5% of the pupils receive free school meals, higher than the average for Wales of 18.4%, and the school had an average attendance of 94.3% with a teacher to pupil ratio of 1:22.9, (My Local School, 2018). The school has 3.1%

children with a SEN statement, 16.3% who are understood to have ALN and are under school action or school action plus, (Estyn, 2014; My Local School, 2018). The background for the observed incident is an afternoon session on the second day of term for a year 3 class (26 pupils, 2 with ALN, 2 who are EAL), where the teacher (1) and TA (1) aim to assess the current knowledge of his children's welsh language.

## ***Methodology***

Observing children is essential for gauging progress, attainment, involvement and enjoyment and it allows the assessment, amendment or adjustment of planning so it is efficient in supporting individual development and needs, (Hobart and Frankel, 2009; Welsh Assembly Government, 2008).

Children can be observed in various ways, and the appropriateness of each method is dependent on the observation's context and purpose, (Wragg, 1999). This means the observation's focus is significant when deciding a method, for example if the focus is teacher movement in a classroom, a sociogram may be the most effective tool as it provides visually represented information, (Sobieski and Dell'Angelo, 2015)

Observation methods can be considered quantitative or qualitative in their approach. Quantitative observation methods focus on systematic and statistical elements, while qualitative methods are considered to provide a deeper, more meaningful insight by exploring experiences, (Dawson, 2009; Kumar, 2014; Wragg, 1999). This report uses qualitative observation methods, where the focus is on holistic behaviour in authentic and natural contexts, which is then interpreted and evaluated, (Babbie, 2012; Greig, Taylor and Mackay, 2012; Rossman and Rallis, 2016). Qualitative research is often purposeful in aiding the individuals studied as it allows interpretations to occur, evaluations to be conducted and decisions to be made (Rossman and Rallis, 2016). Despite observing behaviour freely in natural environments having value, it is arguable descriptions can become skewed by the researcher's views and problematics, known as observer bias, (Kumar, 2014; Rossman and Rallis, 2016; Tripp, 2012). Likewise, Pellegrini, Hoch and Symons (2013) state when observations are made the researcher takes his/her own perspective on the behaviour being observed (p.14). This is because the study is achieved and evaluated through the researcher's efforts, which can often be a representation of individual interpretation.

The observations within this report were conducted from a non-participant (outsider) perspective, where notes have been taken and there has been no participation in activities (Babbie, 2012; Pellegrini, Hoch and Symons, 2013). This outsider perspective is derived from an ethological approach, where behaviour and the environment are paramount (Pellegrini,

Hoch and Symons, 2013). A critical incident case study approach was used and is recorded in the observation sheets adapted from Fletcher Wood (2016) (Appendices 1,3,5,&7) and evaluated in the ARC sheets (Appendices 2,4,6,&8). This approach allows observers to centralise a focus and answer research questions surrounding that focus, (Baxter and Jack, 2008). They can be a strong method for field research, allowing a holistic perspective of the observed event, (Babbie, 2012; Rossman and Rallis, 2016). The interpretations of case study observations can allow a deeper analysis, something quantitative analysis sometimes prohibits, (Cohen, Manion and Morrison, 2011). Despite this, case studies, especially non-participant, can be controversial due to the argument that the behaviours of the people you are observing become less authentic and modified (Babbie, 2012), also known as the Hawthorne effect, (Cohen, Manion and Morrison, 2011). This means despite the best efforts of the researcher, they will have some sort of impact on what they are observing.

Despite the differences in observation and the pros and cons of each method, there is no dispute reflective practices such as the consideration of critical incidents are essential for self-improvement, which benefits both the researcher (practitioner) and the participants (children), (Halquist and Musanti, 2010).

### ***Critical incident***

The incident that is the focal point of this report can be seen recorded in Appendices 1 and 2. It encapsulates some key aspects of pedagogical approaches, classroom management, and holistic development and progression. As previously stated the objective of the teacher was to assess the current standing of his pupils' Welsh knowledge in order to reflect and plan next steps.

He began by activating prior knowledge asking a range of open and (a majority of) closed ended questions. When the first question was posed the pupils waited and raised their hands to answer, and the child who was picked by the teacher answered correctly, and received a 'dojo point' reward. This was observed by her peers who after this, started to call out, raise their hands before the question was even posed fully, and once chosen, some either replied with, 'I've forgot' or repeated a previous answer. This would infer some of the pupils regarded obtaining a dojo point more highly than providing considerate answers. Thankfully the teacher was an experienced one who quickly spotted what was happening, assessed the situation and changed his approach to questioning, using 'think, pair, share' for his open ended, longer questions, and whole class, or individually chosen children for his shorter closed questions, resulting in more considerate answers. The whole class received a dojo at the end of questioning.

In relation to Donaldson's four purposes, this incident relates mostly to the pupils being ambitious capable learners, ethically informed citizens, and in part, healthy confident individuals. In order to be ambitious capable learners, they must be setting themselves high standards, seeking and enjoying challenges and problem solving (Donaldson, 2015), which is evident in their engagement with the questioning, despite their motivations possibly being skewed. They must build a body of knowledge, explain ideas and applying their knowledge in different contexts (Donaldson, 2015; Welsh Government, 2015), which is apparent in the more thought out responses to questioning once the technique was changed. However, they are expected to demonstrate effective communication in a variety of forms (Donaldson, 2015; Welsh Government, 2015), which is arguably where this incident shows a lacking, due to the children not following their classroom rules and respecting each other's right to speak and be heard. This, in part, also relates to them being ethically informed citizens who must respect others in our diverse society, as well as understanding how their actions and choices will impact others (Donaldson, 2015; Welsh Government, 2015). This again correlates with them forming positive, trusting, mutually respectful relationships and showing empathy as part of them being healthy confident individuals (Donaldson, 2015; Welsh Government, 2015), as well as relating to their holistic development of increasing their confidence and resilience, (Donaldson, 2015; Welsh Government, 2015), which is observable through their no-fear approach to presenting answers, whether it be by calling out or hands up, and whether these answers are right or wrong or simply 'forgotten'.

## ***Literature Review***

The theories, approaches and models surrounding and underpinning the holistic development of children and their progression are multifaceted. The critical incident observed within this report is interrelated to many of these theories and approaches, which includes behaviourism (classical and operant conditioning), as well as assessment for learning (AFL) strategies, and is emblematic of issues that most classrooms in education face daily.

Both classical and operant conditioning stem from the theory of Behaviourism, where it is considered that behaviour is influenced by environmental stimuli, and only via reinforcement or punishment is behaviour moulded, (Watson, 1997). As such, the intention of each of these types of conditioning is the attainment of a new behaviour. Conversely, the processes of each are distinctive; classical conditioning is the association certain environmental stimuli will result in a behaviour, while operant conditioning is the reinforcement of how to accomplish an aspired outcome or how to avoid an adverse one, (McSweeney and Murphy, 2014; Olson and Hergenhahn, 2012). The two concepts are intertwined, and Olson and Hergenhahn, (2012),

report that psychologists such as Kenneth Spence believed behaviour is learned without reinforcement (classical conditioning), but reinforcement incentivises the act of desirable behaviour (operant conditioning), (p.138).

Classical conditioning (Pavlovian conditioning), was first understood by Ian Pavlov, a Russian Physiologist, in the early 1900s, and involves the emergence of an unconditioned response (UR), as a result of the combination of a conditioned stimulus (CS) with an unconditioned stimulus (US), which, after repetition, becomes a conditioned response (CR), (McSweeney and Murphy, 2014). Pavlov observed dogs salivating (UR) when food was present (US), or when they saw the technician who fed them (US), so he proceeded to introduce a click when the food was given (CS), leading to them salivating whenever a click was made, even if there was no food present (CR), (McSweeney and Murphy, 2014; Mellanby and Theobald, 2014). This would suggest the dogs then associated the click with food, and started to salivate even when the food was not produced. It is important to note should the food continue to not be produced long term, they would recondition to not associate clicking with food.

As Pavlov demonstrated, classical conditioning is alterable, due to a frequent repetition of the CR, but also because the relationships formed between the stimulus and response are meaningful, (Olson and Hergenhahn, 2012), that is, an association is made between the two. One prolific classical conditioning study conducted on children was that of 'little Albert' by Watson and Rayner in 1920; the boy had an UR (crying) to an US (a loud bang), so the researchers manipulated this response by introducing a CR (a white rat) every time the bang was made until Albert showed a CR of crying whenever he saw the rat, whether a noise was made or not, (Watson and Rayner, 2000). This depicts a manipulation of his previous UR; he made the association of the 'bang' with the rat, and so his behaviour altered. However, this type of observation and experimentation is unethical and would not be recreated as it would not abide by BERA guidelines, (BERA, 2018). Lastly, despite being regarded as less instrumental in a classroom context than operant conditioning, classical conditioning is still important in ensuring students do not associate negative experiences with school and learning, (McLeod, 2018). In relation to the critical incident observed in this report, the students witnessed their teacher rewarding a child who put their hand up and answered a question, and thus they associate the reward with answering questions, so the increase in this behaviour is then a CR. The teacher does not punish the students who shout out answers after this to avoid discouraging them, and conditioning them to associate answering questions with humiliation or fear, (McLeod, 2018).

On the other hand, operant conditioning is concerned with the outcomes of certain behaviours, and how desired behaviours can be manipulated via reinforcement or

punishment, (Olson and Hergenhahn, 2012), and it is debated that in respect of achievement motivation, positive reinforcement is the most influential aspect, (Flora, 2004). Taking this into consideration it is evident why teachers often use rewards to reinforce desired behaviour, and enhance the motivation of their students to promote success and achievement. Both reinforcement and punishment can be either positive or negative, with reinforcement depicting an increase in a behaviour, and punishment depicting a decrease in a behaviour, and either must occur immediately after the behaviour to be successful, (Flora, 2004; McSweeney and Murphy, 2004). Positive reinforcement involves the award of a stimulus (a reward) when a behaviour is observed, and the behaviour increases, while negative reinforcement is when a stimulus is withheld or removed, and the behaviour increases, (Flora, 2004; McSweeney and Murphy, 2004). While positive punishment involves the presentation of a stimulus which decreases a behaviour, and negative punishment involves the removal of a stimulus which decreases behaviour, (McSweeney and Murphy, 2004).

Flora (2004) compares the child's need for positive reinforcement to develop, with a plant's need for light to grow, (p.134), and goes on to say that educational performance is benefitted by positive reinforcement (p.138). However, they do continue this comparison in asserting that, like a plant also requires soil and water, a child also requires sufficient materials and an optimal environment, (p.134). Educational performance enhancement caused by positive reinforcement can mean children are more accurate, and they work faster and longer, (Chadwick and Day, 1971), and the improvement of self-esteem is parallel to implementation of positive reinforcement (Flora, 2004). This would suggest positive reinforcement is always a good way of encouraging desired behaviour, but conversely, some researchers have explored the belief that reinforcement has limitations, or that it is a negative process, (Carton and Nowicki, 1998).

It is arguable rewards make engagement contingent, meaning some children only engage in activities providing a reward is offered, (Deci, Koestner and Ryan, 2001). This contingency can undermine a child's motivation to complete tasks, and the use of rewards must be careful, or preferentially, student engagement should be gained by including stimulating and supportive educational practices which mature a child's self-regulation (Deci, Koestner and Ryan, 2001). The proposition that the type of positive reinforcing stimulus (the reward) must be considered carefully to ensure maximum gains and ensure a high increase in the behaviour is supported by Carton and Nowicki, (1998), while Flora (2004) claim praise is among the best forms of reward and teachers require training to ensure that if they use this method they are motivating students to learn and progress. Within the context of the critical incident observed in this report, there is positive reinforcement as the behaviour of answering questions, regardless of whether they call out or whether they are incorrect, has increased due to their

previous observation of positive reinforcement.

The incident itself was centred around questioning, which is a type of formative assessment (assessment **for** learning-AFL). Formative assessment is defined by its ability to provide information that can be used to evaluate and improve teaching and thus learning, and if this evaluation and improvement is not achieved, it is seen as lacking value, (Black and Wiliam, 1998; Black et al., 2007; Trauth-Nare and Buck, 2011; William, 2017).

According to the famous 'Inside the black box' by Black and Wiliam (1998), formative assessment ranges in effect size of 0.4 to 0.7, with anything above 0.4 considered as aiding learning, therefore AFL is highlighted to be beneficial to progress, especially for low achievers, meaning the gap between higher and lower achievers lessens, (p.3). Formative assessment should be embedded within all areas of learning, and though the type of AFL strategies should be varied, it is essential it is purposeful for it to be effective, (Black et al., 2007; Sebatane, 1998). Pupil progress is paramount for AFL, as it extracts what students know and do not know (Trauth-Nare and Buck, 2011), allowing teachers to gain feedback and address misconceptions, which consequently allows amendment of planning.

One practical way to embed AFL is via questioning. It is easy, useful and allows the teacher to check on previous knowledge, as well as knowledge gained, and gaps in knowledge, (Black and Wiliam, 1998; Black et al., 2007; Gast, 2019). However, despite being easy to incorporate, it is one of the AFL strategies that often falls short due to implementation, (Black and Wiliam, 1998), with questions becoming mundane and lacking in contributions which require students to think and reflect on their answers. Research has concluded there is a deadly pairing; a lack of wait time for responses (avg. 0.9 seconds) and lack of varied question styles (too many simple, closed ended questions with **one** answer), (Black and wiliam, 1998; Black et al., 2007; Gast, 2019). This means children are not being given time to reflect, discuss with one another and evaluate their answers, and often their answers are just from recall due to them being asked superficial 'one answer' questions rather than questions which evoke discussion, justification and thought, (Black and wiliam, 1998; Black et al., 2007), which is something that needs to be modified to support the holistic development of children. Lastly, many researchers offer their own recommendations to improve formative assessment, such as welcoming the perspectives of children, moving away from routine AFL strategies, and investing in further research on how best to support the implementation of AFL, (Andersson and Palm, 2018; Black et al., 2007; Hofenbeck, 2018), with Wiliam (2017) stating that despite all children having to be assessed, we must come together to ensure assessment does not impede learning, and instead aids it.

## ***Reflection/Evaluation & Next steps***

It is a teacher's professional responsibility to ensure they are continuously reflecting and developing their pedagogy to aid learning, (Welsh Government, 2019). Observation is greatly important for professional development, and it is essential teachers evaluate observations in order to improve their practice to best suit their learners, (Tripp, 2012). The two main areas of focus for the critical incident observed (appendices 1 & 2) were conditioning, and assessment for learning (questioning strategies), and there are one or two next steps/suggestions that have arisen from the evaluation of the incident.

In order to improve questioning, one solution could be to allow more time for responses and thinking, with a second being variation of questioning types, which could be completed by consulting Bloom's taxonomy. This is a hierarchical representation of seven levels of thinking, ranging from lower order, (*knowledge, comprehension and application*) to higher order, (*analysis, synthesis, evaluation and creativity*), (Gast, 2019; Magas et al, 2017). In this classification, lower level questions test comprehension and recall (and are used on the majority), while higher order category questions promote thought, complex and critical thinking, and allow students to provide more meaningful answers, (Gast, 2019). Using a variety of question types promotes both orders of thinking, encourages development and progress, and ensures all children are included and given opportunities to share ideas and feel valued, (Black and Wiliam, 1998). This is a step which had already been taken during the critical incident observed, where the teacher amended his questioning strategies to suit his class and promote discussion and thinking.

Secondly, positive reinforcement is a vital part of learning, and whilst rewards are great to engage pupils, sometimes they can take motivation away from wanting to learn to satisfy curiosity, and instead steer toward completing tasks to gain rewards, (Deci, Koestner and Ryan, 2001). Instead, one method could be to include immediate verbal praise, which is claimed to be highly influential, and a good way to positively reinforce a desired behaviour (Flora, 2004). The 'dojo point' reward could then be given at a later point, individually, so that other children are not affected by this, or even in a 'class versus the teacher' scenario where the children see the reward as working together. Using other AFL techniques like 'think, pair, share,' snowballing and secret squirrel can additionally engage interest and allow children to collaborate.

The purpose of critical incident reflection is to ensure teachers are continuously challenging pedagogical assumptions, by reflecting on these incidents in different ways, to improve their practice (Pui-lan, 2005). The education environment is continuously shifting, becoming more diverse, and what may have worked 10 years ago is now less effective, so critical incident reflection allows individuals to hone in on these practices which may now be less productive,

to identify and improve them, (Pui-lan, 2005). It allows individuals to realise that previous decisions, may have in fact been made from a 'value position', and no longer fit the children in their care, and are not the best way to aid holistic development, (Tripp, 2012;39)

There are also many models for structuring reflections. The one used within this report is called Assisted Reflective Conclusions (ARC) (Appendices 2,4,6&8). It splits the reflection into categories; feelings, remember and understand, evaluate and analyse, and conclusion and actions. It allows its users to think chronologically about the incident to formulate the best solutions. However, one limitation may be that it focuses the researcher on a single incident, which could lead to 'tunnel vision', where only one area is looked at rather than a full representation. Another model is Kolb (1984), which follows different steps; concrete experience (do), reflective observation (observe), abstract conceptualisation (think), and active experimentation (plan), (Akella, 2010). This is an easy to follow model allowing the researcher to develop direct actions from feedback gained from the evaluation of the observation, however it does link to 'types' of learners which is something that has come under criticism due to a lack of concrete evidence, (Akella, 2010). Distinctively is Brookfield's (2005) lenses of reflection, which allow the researcher to consider the perspective of four individuals; self (reflection), student (feedback), peers (assessment), and scholarship (literature). This model is best suited to researchers who have a specific focus in mind; it allows them to observe this focus, gain feedback from the individuals involved, ask their peers to assess to see if they would infer the same conclusions, as well as consulting the literature to aid in critically evaluating the incident, (Brookfield, 2017). The only limitation would be that if the researcher wants to look only through their own 'lens', and then consult the literature, they would be missing two of the other lenses vital to this model.

This approach to reflection is one I will include in my future practice as it will allow me to document and evidence development of practices of teaching (Joshi, 2018), and will allow me to improve my own professional judgement about pedagogy, (Tripp, 2012). I will do this during professional teaching experience (PTE) using reflection sheets after each lesson from the planning sheets, (see Appendix 9), and during my career by keeping a regular reflective journal. From this incident observed I have also set myself some personal targets for my PTE which are;

- Ensure my questioning strategies are efficient, and if not, be prepared to change them.
- Develop my own 'behaviour model' and ensure it is what works best for both myself and the children
- Facilitate the learning, but allow the children drive/control it.

I feel these targets were actions I observed the teacher from my critical incident complete, and

are something I would also like to include in my own teaching practice.

## ***Conclusion***

This report depicts the cyclical process of classroom observation, critical incident identification, evaluation and reflection, and assessment of next steps. Critical reflection is essential for the professional development of all practitioners in Wales, and as such, is a big part of the new Professional Standards for Teaching and Leadership. There are five Professional Standards for Teaching and Leadership (Pedagogy, Leadership, Professional Learning, Innovation and Collaboration), and these standards ensure that teachers are providing the best practice for their learners by developing their professional judgement and employing a range of approaches and techniques, (Welsh Government, 2019). Whilst reflective practice is embedded in all of these standards, it is evident in the pedagogy standard especially. Within pedagogy are subsections titled refining teaching, advancing learning and influencing learners, all of which highlight the need for continuous reflection, and assert that it is necessary for improving practice and thus aiding **all** learners to the best standard possible, (Welsh Government, 2019). This is clear in the QTS descriptor for 'differentiation' in pedagogy, where teachers must ensure all learning needs are met, something which the 'next steps' derived from critical incidents allow teachers to guarantee, (Welsh Government, 2019). This is also evident in the QTS descriptor for 'four purposes for learners' which is paramount within the new curriculum, illustrating the expectation that these purposes shape the experiences of the learners, as well as the planning and practice of the teacher.

In conclusion, the continuous improvement of teaching practice is facilitated by observation and reflection, especially that of critical incidents, which aid teachers in analysing, enhancing, and progressing their pedagogy. Critical incident reflection is a form of self-assessment, and is one of the best ways to develop professional judgement, as allows teachers to make decisions on how best to enhance their own teaching pedagogy through directly observing their own classroom environment and practice.

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## Appendices

### Appendix 1; Observation 1



## OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Date: 5 <sup>TH</sup> September 2019      Time: After lunch 1pm lesson. 2 <sup>nd</sup> day of term.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Lesson details:</b> <ul style="list-style-type: none"> <li>Y3 class</li> <li>1 teacher. 1 TA. Approx. 30 pupils.</li> <li>APK welsh lesson. Numbers to 10, weather, time (nos da, etc.)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Classroom culture</b><br>(Are the students focused on learning?) <ul style="list-style-type: none"> <li>At beginning no as teacher asked about lunch (new routine due to y3 transition from foundation phase) which many were visibly stressed about. Teacher listened to, valued feelings and reassured them.</li> <li>Once this was dealt with yes, focused.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) <ul style="list-style-type: none"> <li>To APK and build on this.</li> <li>Activities fun and engaging, the competitive element also encourages teamwork, enthusiasm and a willingness to contribute.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?) <ul style="list-style-type: none"> <li>Yes, class activity all are encouraged to take part, and every child has a go at the games.</li> <li></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?) <ul style="list-style-type: none"> <li>Yes, all students were given opportunities to answer questions and take part in activities.</li> <li>MAT children being tasked with some of the more complicated pronunciations, and lower attaining children also being asked to complete sentences too.</li> <li>One EAL student in the class and he was able to engage in the lesson with the TA displaying a visual for the number activity when the welsh number was called, using his hands for the student to see before he answered in English.</li> </ul>                                                                                                                                                                                 |
| <b>Assessment</b><br>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? <ul style="list-style-type: none"> <li>Before the lesson teacher gives verbal feedback from morning sessions on how impressed he has been with the students work, knowledge and behaviour, (the children were very pleased with this comment). He then asked them to think back to Y2 when they encountered welsh numbers with their previous teacher and asked anyone if they could remember any, to which a couple of children named a few.</li> <li>During the lesson children were shown the image of the weather and were asked what it could be, with many children offering answers of 'heulog' 'bwrw glaw' etc. He then further prompted for the sentences they would be used in ie</li> </ul> |

‘Mae hi’n heulog’ with a think pair share activity with many of the pupils able to produce the answer.

- After the initial activities and think pair share, he then showed the image he wanted the sentence to, and asked children to answer picking individuals who raised their hands. Many of the answers were correct, and for the ones with minor issues, he first asked if they would like another go, if they did they were allowed to assess where they had gone wrong, if they denied the opportunity he replied with the “oh so close, thank you for starting us off!!! can anyone help her/him out?” with other children then peer assessing what was missed.

#### **Specifics / Critical Incidents**

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

- When asked how lunch with the older children was, (this was only their second day in the junior lunch time) the children were quick to address issues, with each one adding on more information than the next. “and then... and then... and then...”
- When the first question was posed children raised their hands and the child who answered received a dojo point for her answer, after this event was witnessed every question asked thereafter had multiple hands raised before it was even finished, with many children who were then called upon either saying ‘I’ve forgotten’ or repeating a previous answer with the hope of a dojo point. The teacher spotted this and then changed to a hands down approach, and used quick think pair shares for his open-ended questions and class answers for his closed ones. This could infer that they were more concerned with being in contention of receiving a dojo point than listening and processing the questions and providing the correct answers.

**Appendix 2; Reflection 1**

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

**Dyddiad/Date:** 06/09/2019

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** Children eager, raising hands and shouting out answers to questions after they have seen positive reinforcement of a correct answer.

| Profiad/ Experience                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>Teimladau/ Feelings</b><br/>Beth yw eich teimladau ynghylch y profiad?<br/>"What are your feelings regarding the experience?"</p>                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>➤ Initially when I saw so many hands raised to answer the questions the teacher was posing I was impressed at the children's engagement. However, after seeing some of the children answering with 'I've forgotten' and repeating previous answers I understood why they were raising their hands, to gain a dojo point. This then left me intrigued and questioning the value of rewarding correct answers with anything other than praise itself.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Cofio a Deall/ Remember and Understand</b><br/>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?<br/>"Can you list the aspects of the learning experience that went well?"</p> <p><b>Pa elfennau o'r profiad dysgu oedd yn siomedig?</b><br/>"What were the elements of the learning experience that were disappointing?"</p>                                | <ul style="list-style-type: none"> <li>➤ A good mix of question types.</li> <li>➤ The teacher changed to a hands down approach for open ended questions, where children worked in think pair shares; encouraging discussion and the focus now on the formation of ideas rather than the reward.</li> <li>➤ Though their motivation may have been skewered, the confidence to raise their hands and speak in front of the class is evident which I thought was impressive for a Y3 class.</li> <li>➤ I was initially disappointed that the children were more concerned with being in contention of receiving a dojo point than listening and processing the questions and providing the correct answers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br/>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?<br/>"What will you keep the same to ensure effective teaching and learning in the future?"</p> <p><b>Beth oedd achos yr elfen siomedig bwysicaf?</b><br/>"What was the cause of the most important disappointing element?"</p> | <p><b>Regarding the incident</b><br/>(Adapted from Tripp 1993) I considered 4 questions regarding this incident which led to a lot of sub questions:</p> <ol style="list-style-type: none"> <li>1) Why do they want to answer the question?<br/>Prior to reward being observed is it to feel engaged and contribute, and then after is this to solely gain a reward.</li> <li>2) Why should they answer a question without some sort of reward?<br/>Rewards are a great way to motivate, but they should not be the only reason why students want to engage in the learning, they should be an added bonus.</li> <li>3) How does the child see the question, as a way to learn and showcase knowledge or as a way to earn a reward?<br/>I think both. I think children are keen to impress their teachers, and have a natural curiosity to learn, but sometimes this is overshadowed by the idea of a prize.</li> <li>4) Are the questions the right quality and, quantity?<br/>I think in this case they were the right kind (teacher initiated), as they were APK, and the quantity was right, however they were more effective when the teacher switched up his strategy.</li> </ol> <ul style="list-style-type: none"> <li>➤ The teacher was a driving force for the lesson, and because of this was able to assess what was happening and change it quickly.</li> <li>➤ The cause was their conditioning that answering a question and being 'fast' and 'first' would lead to a reward.</li> </ul> |



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| <p>Casgliadau a chamau gweithredu/<br/><i>Conclusions and actions</i><br/><i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i><br/><i>"What are your possible solutions to the disappointing issues identified?"</i></p> <p><i>Beth ydych yn mynd i'w wneud nesaf?</i><br/><i>"What will you do next?"</i></p> | <ul style="list-style-type: none"> <li>➤ I think the class teacher spotted the incident quickly and rectified it fairly efficiently for the short term. However, long term some strategies would need to be put in place to turn the conditioning around so that they are not focused on the reward but instead on the content and knowledge. This will ensure that the child's learning is paramount rather than who is receiving a reward.</li> <li>➤ If a teacher is keen on dojo points in may be worth noting down children who give well considered responses and calling them over individually at different points in the lesson to praise them and tell them they have earned a dojo point rather than in front of the class where the motivations of other children will alter and competition (though healthy) will arise. It is important to consider that this strategy of calling children up does not stop the flow of learning. This should also not take away from immediate feedback and praise, merely stop the whole class seeing the reward.</li> <li>➤ Teachers can also use other AFL strategies like think, pair, share or snowballing to create an investigative and interested environment.</li> <li>➤ Teachers can also consider reinforcing the idea of dialogue education, where the child knows that they must not solely depend on the teacher for learning and that to ensure maximum gains they must also take an active role in engaging with the material and content of every lesson.</li> </ul> |
| Y profiad newydd / <i>Transformed experience</i>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

**Appendix 3; Observation 2**

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**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

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| Date: 25 <sup>th</sup> September Time: After lunch 1pm lesson.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Lesson details:</b> <ul style="list-style-type: none"> <li>• Reception/Y1 class but they swap over with another class so after 'warming up' it was only 24 reception students, half of whom came from the class opposite.</li> <li>• Focus: Cymraeg</li> <li>• 1 teacher, 3 TA's</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Classroom culture</b><br>(Are the students focused on learning?) <ul style="list-style-type: none"> <li>• Tables set up with activities on before children come in from lunch with children's pictures places on tables- clever way of differentiating. Children allowed autonomy to find their picture.</li> <li>• Lots of useful displays; informational and celebration orientated. Calming, happy music for children to come into and lots of teacher singing.</li> <li>• When warm up finished wizard puppet used "hocus, pocus time to focus, show me 5 fingers" and all children engage and show 5 fingers.</li> <li>• There is also coloured shapes in rows on the carpet, one for each child to sit on the keep the groups shape so every child can see the teacher after the warm up.</li> <li>• T/A's mostly stationary with the teacher moving around and checking children on task.</li> <li>• 2 children with statements, both ASD, Girl L (not cognitively affected) and Girl S, as well as one child who though not statemented can be challenging and displays some autistic traits. (Boy J)</li> </ul> |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) <ul style="list-style-type: none"> <li>• Beginning&gt; structured activities which re-focus the children.</li> <li>• Verbal lesson objectives and criteria for the afternoon but in the morning teacher usually uses pictures and physical objects for WALT, as well as shared writing for board.</li> <li>• Staying with their theme of 'the tiger who came to tea' the aim is learning the phrase 'Ga i....' with fruit like the tiger eats in their story.</li> <li>• All activities encourage the children to think about the welsh words for fruit, and the in TA led activities they are being verbally tested on the fruit names as well as the target sentence. Children are also counting in welsh.</li> </ul>                                                                                                                                                                                                                                                                                   |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?) <ul style="list-style-type: none"> <li>• For warm up; these activities had been done before so all children at ease and on task with teacher clarifying anything that was needed.</li> <li>• Teacher used puppets to help deliver the verbal objectives, with children really engaged. Teacher asking each puppet what they are doing throughout.</li> <li>• TA's and teacher checking in regularly also, and calling children who seem to go off task over to re-engage them on a new task.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



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- Multiple challenges with free flow, main focus is one to one with T/A being filmed using their target sentence. Other activities included; fruit hunt outdoors and counting the number of fruit in welsh, playdough table making tigers from their story, shopping list of new fruit, painting fruit, and a money activity for 'buying' more fruit.
- All able to collaborate and be autonomous in free flow activities to find one that suited them; responsible for their own learning. All able to try new activities and have a go.
- Checking engagement with the puppets.
- Girl (S), despite not taking part in set activities, was playing in the doll house and teacher went inside and was talking to her asking her 'Ga i donut' and the girl proceeded to pass her the donut, showing she has also understood despite not feeling ready to take part in set activities.

#### Assessment

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

- Before: APK- close your eyes and think how we ask for fruit at play time. Also asking 'what is an apple in welsh? What is a banana in welsh?'
- During: Welsh words and phrases used throughout lesson, every child is spoken to in welsh and asked how they say the target phrase during the focus task.
- End: as a class on carpet "who can remember what welsh we have learnt today?" with who class answering 'Ga i...' and lots of fruits given in welsh. One of the girls with ASD (L) also said 'Ga i llaith (milk)' showing next stages of thinking without prompting.
- AFL: children asked whether they enjoyed and each given a 'gem' to place in either a green (yes), yellow (it was ok) or red (not really) pot. (This ended with only 1 in the red, 2/3 in the yellow and the rest in the green)

#### Specifics / Critical Incidents

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

- 'Sut wyt ti' board for every child to put their picture under the emotion they are feeling.
- Lots of thinking and response time for children after questions. After one question when the children seemed to have misunderstood, teacher rephrased her question and answer was then provided.
- Girl S not sitting on carpet and playing instead. Girl S in the doll house rather than a set task, with teacher going over to check if she has also understood by asking her a question.
- Boy L bringing in teddies who also had to do the register.
- Boy L outside engaged but not involving himself in activity explicitly. Counting and answering like the other children but also running around.
- 1 child did not want to be filmed despite being encouraged.
- Teacher: good hand gestures, mirroring them by sitting crossed legged, down on their level.

**Appendix 4; Reflection 2**

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

**Dyddiad/Date:**

**Digwyddiad critigol (Ffocws)/Critical incident (focus): Girl (S) with ASD sitting with teaching assistant (on TA's lap rather than on the carpet with other children) for lesson objectives and not participating in the set activities.**

| Profiad/ Experience                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Teimladau/<br/>Feelings</b><br><i>Beth yw eich teimladau ynghylch y profiad?</i><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                                                                                                | <p>Unaware (S) had ASD, firstly I felt like she should be asked/told to sit on the carpet with the other children, and that her 'ignoring' the class teacher should at least be acknowledged. However, when I then found out she has ASD, I felt completely differently toward her behavior being overlooked, and instead felt empathy towards her and the teachers. I also felt a huge sense of respect and awe that the other children did not complain or even ask why she was allowed and they were not.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Cofio a Deall/<br/>Remember and Understand</b><br><i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i><br><i>"Can you list the aspects of the learning experience that went well?"</i><br><br><i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i><br><i>"What were the elements of the learning experience that were disappointing?"</i> | <p><b>Regarding the lesson</b><br/>         Tasks were set up on every table and children actively changed tasks without prompt, and when asked how the tiger who came to tea would ask for fruit many of them responded correctly first time. The introduction to the target language involved two of the class puppets who the children found comical and were eager to answer any questions posed through the puppets. The use of real fruit also stimulated additional comments and thoughts, with one or two MA pupils asking how you say other fruits in welsh. The two more popular tasks of painting fruit and the fruit hunt also required them to APK of their numbers in welsh. The focus task also allowed children to show what they had learnt, with most if not all seeming to enjoy this bit. The children were autonomous in many of the tasks with just one or two being TA led and the teacher monitoring the learning environment and engaging with many of the students individually and in smaller groups. I was also very impressed to see that one child built upon her new knowledge to produce the sentence, 'ga i llaith?' displaying the target language in action and reflected effectiveness of the constructivist approach the teacher had taken by firstly APK of fruit in welsh and making the connections between the phrase and other objects. Nearly all of the time children remained motivated with only (S) and (L) off-task occasionally. The teacher managed the class efficiently, often using songs and rhythms that the children were familiar with to carry out tasks such as tidying up, getting ready to listen etc.</p> <p><b>Regarding the incident</b><br/>         (S) was allowed to be autonomous to explore her interests and by not forcing her to conform she was not put under any stress or pressure, (especially as this was not her usual classroom), and was able to indirectly learn the intended material, despite looking like she was not engaged. For the whole session (S) remained in the doll house and to me seemed off-task however I had not picked up on the teacher asking (S) the target phrase in, so at first, I felt not encouraging her to take part was her not engaging, however I was pleased to see she had inexplicitly taken the information in as when asked 'ga i donut' by her teacher she proceeded to</p> |

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|                                                                                                                                                                                                                                                                                                                                                                                                          | <p>pass her the requested object. Despite agreeing that <b>forcing</b> the child to sit on the carpet or take part in set tasks would be an uphill battle that would do little else than stress her out, I did find it unusual that she was only asked once to sit or do a specific activity and when she said 'no' was not encouraged further– this however could be due to the teachers knowing she is prone to a meltdown as I am not familiar with the child.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Gwerthuso a dadansoddi/<br/><i>Evaluate and analyse</i><br/><i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i><br/><i>"What will you keep the same to ensure effective teaching and learning in the future?"</i></p> <p><i>Beth oedd achos yr elfen siomedig bwysicaf?</i><br/><i>"What was the cause of the most important disappointing element?"</i></p> | <p><b>Regarding the lesson</b><br/>The lesson was effective in meeting the objective of learning the phrase 'Ga i....' and the children were engaged and adequately challenged throughout due to the variation of the tasks. Going forward, in EYFS I would definitely use puppets like in this lesson to deliver objectives and set criteria as children engaged and contributed. The plenary at the end illustrated the knowledge the children had gained, especially with (L) who even put the new material into context. All tasks ensured connections were being made and children were challenged and the more difficult tasks or ones that needed extra support were facilitated by TA's, including the focus task, which challenged children to think of the phrase and add in a fruit of their choice. The class were well behaved and managed, meaning every child had the opportunity to learn in their learning environment.</p> <p><b>Regarding the incident</b><br/>(Adapted from Tripp 1993) I considered 4 questions regarding this incident which led to a lot of sub questions:</p> <p>1) <i>Why does (S) not want to sit on the carpet or engage in set-tasks?</i><br/>Is it purely her ASD causing her social discomfort with sitting on the carpet or is there a deeper reason? Could she feel more at ease on the outskirts of the group rather than in the center? Are the tasks inclusive for (S)?</p> <p>2) <i>Why should she sit on the carpet or engage in the set-tasks?</i><br/>Is it a necessity that she sits on the carpet, and is her learning being aided in anyway if she does? Is it considered inclusive if she does not partake in set-tasks, or is it considered not inclusive?</p> <p>3) <i>How does she see the tasks expected of her (and the class)?</i><br/>Does she feel under pressure to sit on the carpet as it is a 'norm' or does she feel more secure with an adult? Is her motivation for the set-tasks lacking ie, does she see them as less important than play?</p> <p>4) <i>Are the tasks the right kind, quality, quantity?</i><br/>Are (S)'s needs being considered during the planning of tasks to encourage her engagement? Are there too many tasks at one time in the classroom resulting in (S) feeling overwhelmed?</p> <p>I think letting her explore tasks of her choosing is a great way to allow her to learn and gain autonomy, and that forcing her to take part in all tasks would be a struggle. As the teacher, or as a member of support staff I would definitely continue to check in with (S) and to also continue to use AFL strategies and questions to ensure she is also engaging despite not seeming like she is on task. The teacher has done a great job at recognizing her need to not be actively involved in the set tasks, whilst still ensuring that she is involved in the lesson as well as engaged and meeting the objectives, she is looking at (S) as not only a student but as a person. As mentioned above, it could be that the teachers and support staff are aware that by continuing to press the child that it would only cause further stress that is not necessary, as well as adding disruption to children</p> |



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|                                                                                                                                                                                                                                                                                                                    | who are not actually noticing or concerned with (S) not sitting on the carpet with them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Casgliadau a chamau gweithredu/<br/><i>Conclusions and actions</i></p> <p><i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i><br/>"What are your possible solutions to the disappointing issues identified?"</p> <p><i>Beth ydych yn mynd i'w wneud nesaf?</i><br/>"What will you do next?"</p> | <p>Whilst I agree time focusing solely on her sitting on the carpet would be time consuming, I wonder whether it would be possible to adapt the shapes already on the carpet to one she would like, ie a pink butterfly solely for her, to see whether that would encourage her? But, I would stress that forcing her to sit would not be beneficial for any party, and should it not work would not push this further. And with regards to tasks, I would see if there is a way to incorporate an interest of hers into the set tasks so that she is able to interact with the other children on a set task as well as independently.</p> |
| Y profiad newydd / <i>Transformed experience</i>                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

**Appendix 5; Observation 3**

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**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Date: 26/09/2019 9:00AM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Lesson details:</b> <ul style="list-style-type: none"> <li>• Focus; emergent writing and other tasks</li> <li>• 1 teacher &amp; 2 TA's</li> <li>• 26 children</li> <li>• Mixed reception/ y1 class</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Classroom culture</b><br>(Are the students focused on learning?) <ul style="list-style-type: none"> <li>• 1 student with global delay (Child (N))</li> <li>• TA's- one on focused task, one on creative task, with the teacher moving around class and involved with focus task also.</li> <li>• All students doing something, some on set-tasks, some role-play.</li> <li>• A lot of incidental welsh.</li> </ul>                                                                                                                                                                                                                                                                                                   |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) <ul style="list-style-type: none"> <li>• To complete the focus task of emergent writing which has been a target from a recent book scrutiny.</li> <li>• Focus on their recall from their class story 'The tiger who came to tea', as well as their independence with handwriting and spelling.</li> <li>• This task, and the creative task link with the theme of 'tiger who came to tea'</li> </ul>                                                                                                                                                                                                  |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?) <ul style="list-style-type: none"> <li>• Verbal objectives, and verbal success criteria done together on carpet; "what does a list look like? Can we remember?"</li> <li>• On the plate making table, there is a model of a tiger plate for them to look at and take inspiration from.</li> <li>• A few children not taking part in the set activities, and some lacked a clear focus, and were instead more role play orientated. For example, the computer offers a drawing app, and rather than encouraging them to draw a list of the foods the tiger ate or draw the tiger it was a free drawing session.</li> </ul> |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?) <ul style="list-style-type: none"> <li>• Multiple activities to try, pupil autonomy and choice</li> <li>• In focus task, all students challenged to recall the list of food, as well as to write and draw the list.</li> <li>• The juniors of the school also came down and took two mini groups of 3 for number games outside.</li> <li>• Activities: focus of emergent writing, making tiger plates, ipad games, number and letter practice with dots (precursor to emergent writing).</li> </ul>                                                                                                        |
| <b>Assessment</b><br>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? <ul style="list-style-type: none"> <li>• Before: what makes a good listener? Routine questions for sitting nicely etc.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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Watched a video of the story and asked questions during and after the video.  
"What did the tiger eat?" \*some children shouting out.

- AFL: Thumbs up if we know what we are doing, one child thumbs down so teacher spoke to her individually.
- During; the emergent writing task was one to one so each child is being assessed as they are writing, as no help is given for ideas and spelling.
- After: every task completed in books has a smiley face chart for self-assessment for students to colour for how they feel they have done and criteria stickers for teacher assessment for the criteria focus of each task for students. (SEE APPENDIX FOR IMAGE OF THESE STICKERS)

#### Specifics / Critical Incidents

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

- First thing in morning "sut wyt ti?" with a short response time before repeating the question. Not enough time given for the child to think of a response.
- One child (reception) when told the task was going to be to remember and write alone exclaimed "BUT I CAN'T I CAN ONLY WRITE WITH DOTS" which was met with reassurance from both the teacher and TA who said "you can" and he replied "no no I cant" which was met with "were going to try aren't we?" and again a sad "no no" from the boy.
- Two students brought toys in which is not allowed and had to put these in the going home box which was upsetting for one child. He went on about it multiple times throughout the day, and kept repeating that someone had taken it.
- During emergent writing task, one child drew lines rather than words, so despite verbally listing about 3 or 4 items he represented these words with lines only. Is this a question of attainment or had he not understood the task?

## Appendix 6; Reflection 3



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

**Dyddiad/Date: 26/09/2019**

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** During emergent writing task, one child drew lines rather than words, so despite verbally listing about 3 or 4 items he represented these words with lines only.

| Profiad/ Experience                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau/ Feelings</b><br><i>Beth yw eich teimladau ynghylch y profiad?</i><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                                                                                                                               | <p>The first time the boy drew a line as his response of 'sandwich' I was very bewildered and at first wondered whether he had mistaken the task and was going to draw it rather than write it. But after the teacher said, "okay, what else can you remember and (X) remember we are going to write it with our pencil on the line" and he named 'milk' and again drew a line I was very curious to see why he was doing this.</p> <p>I was then a little disappointed as we could not correct him due to it being an emergent writing task, and felt like we had failed to aid his learning by not being able to show an example or attempting to explain further.</p> <p>The teacher also seemed slightly disappointed with the outcome, and when asked later on said that she thought he was at a later stage.</p>                                                                                                                                                                  |
| <b>Cofio a Deall/ Remember and Understand</b><br><i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i><br><i>"Can you list the aspects of the learning experience that went well?"</i><br><br><i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i><br><i>"What were the elements of the learning experience that were disappointing?"</i>                                | <p>The emergent writing task allows teachers to analyse the stages of their students writing. The children were all engaged and got excited every time they remembered an item for their list from the tiger who came to tea, including boy (X). The task was enjoyable and boy (X) and the other children were able to make meaningful connections between their writing and their pictures. The teacher spoke slowly and clearly when delivering the instructions and allowed him to think of the items without pushing for answers. She also praised and thanked him for his work to validate him and ensure he was happy, despite her disappointment at the task.</p> <p>Both the teacher and myself were a little disappointed and frustrated that we could not intervene and model the words for the boy to copy down, but I was also partly confused that he was able to verbally tell us what the lines meant. Especially as he was so confident in saying which was which.</p> |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br><i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i><br><i>"What will you keep the same to ensure effective teaching and learning in the future?"</i><br><br><i>Beth oedd achos yr elfen siomedig bwysicaf?</i><br><i>"What was the cause of the most important disappointing element?"</i> | <p>I was not fully aware of the stages of emergent writing so after the lesson I looked into it and thus quote summed it up perfectly for me, "Emergent writing means that children begin to understand that writing is a form of communication and their marks on paper convey a message" (Mayer, 2007, p. 35). So, despite my initial confusion, and the teacher's fear he was at a lesser stage than she believed, the boy was able to tell us what each line represented, so he was successful in understanding that his writing is conveying a message. This would suggest that actually, our problematics were what led us to believe that the way he completed the task was incorrect, when actually he is just at a lower stage than anticipated.</p> <p>I also considered the following;</p> <ol style="list-style-type: none"> <li>1) Why did (X) not understand the work?</li> <li>2) How does he see the task demanded of him?</li> </ol>                                   |

|                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                                                                                                                                                                                                                                                                               | <p>3) Is the task the right kind, quality and quantity?</p> <p>1) Were the lesson objectives and success criteria clear? The teacher being disappointed as she expected him to be at a higher stage also led me to question whether it was the boys understanding of the task, which instead could mean the problem lies with the delivery of the lesson objectives.</p> <p>2) Does (X) see the work he has produced as correct due to his stage? Is it us as the assessors that are not correct in our assessments due to our over-expectations? It could be argued that due to this overestimation we are judging him unfairly.</p> <p>3) Does (X) have enough opportunities to practice his emergent writing? Are these tasks too difficult due to an over-estimation?</p> |
| <p>Casgliadau a chamau gweithredu/<br/><i>Conclusions and actions</i><br/><i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i><br/><i>"What are your possible solutions to the disappointing issues identified?"</i></p> <p><i>Beth ydych yn mynd i'w wneud nesaf?</i><br/><i>"What will you do next?"</i></p> | <p>To determine the whether it is the stage of the boy or his understanding of the instructions which has led to this outcome, we would have to repeat the task again but with another theme. This time the teacher would have to ensure he has full and comprehensive understanding of the objectives and criteria, and only then would we know whether it was the instructions or whether he is at a lower stage. If it is the latter, then the teacher has an accurate representation of his stage and can then plan on her next stages to continue his emergent writing.</p>                                                                                                                                                                                              |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**Appendix 7; Observation 4**

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**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

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| <b>Date:</b> 26/09/2019 1:00PM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Lesson details:</b> <ul style="list-style-type: none"> <li>• Focus: Cymraeg, 'sut wyt ti?'</li> <li>• Split class changed to a full reception taken from two classes.</li> <li>• 3 TA's 1 teacher</li> <li>• 26 children</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Classroom culture</b><br>(Are the students focused on learning?) <ul style="list-style-type: none"> <li>• A little confused due to class swaps: the transition was slow and ate into lesson.</li> <li>• Then excited and all looking to contribute, especially new children (to impress new teacher?)</li> <li>• Lots of incidental welsh also.</li> <li>• Sitting 'nicely' on carpet; routine learned "eyes are looking" song.</li> </ul>                                                                                                                                                                                                                                                    |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) <ul style="list-style-type: none"> <li>• Focus task: Sut wyt ti worksheet which children had to draw how they were feeling and add the term to the bottom which matched their drawing</li> <li>• Other tasks; play dough, worksheets etc.</li> <li>• Success criteria on carpet; "remember when we are drawing we fill out boxes, we want large drawings not small."</li> </ul>                                                                                                                                                                                                |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?) <ul style="list-style-type: none"> <li>• All TA's on focus task. Teacher floating.</li> <li>• TA's ask question and child answers, they then draw and if needed the word is written on a whiteboard for them to copy down. Some children did not need this.</li> </ul>                                                                                                                                                                                                                                                                                                                             |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?) <ul style="list-style-type: none"> <li>• Teddy Twt on board used to introduce target language and ask questions.</li> <li>• Flick and Flack puppets used to ask children question. Children engaged with puppets and eager to answer them.</li> <li>• Flick and flack also delivered success criteria.</li> <li>• "How do we know they are happy?" "They are smiling" children repeating and showing happy faces/sad faces etc.</li> </ul>                                                                                                                                          |
| <b>Assessment</b><br>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? <ul style="list-style-type: none"> <li>• Before: "Sut wyt ti? What am I asking?"</li> <li>• AFL: Drag task on interactive whiteboard.</li> <li>• AFL: thumbs up thumbs down for understanding, class clarification and then anyone still with thumbs down is spoken to and objectives are clarified.</li> <li>• During: TA questioning.</li> <li>• After: On carpet, all asked "sut wyt ti?" using flick and flack again to encourage engagement, when English is used to answer, they are prompted with 'Dw I'n' by flick and flack.</li> </ul> |



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**Specifics / Critical Incidents**

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

- After lunch two cases of hitting on the yard.
- (N) screaming as he has come in from the yard wet and excited, also throws things around during tidy up time which seems to be regular as the TA is heard saying 'oh it must be tidy up time (N) is throwing again.
- (N) sits between teacher's legs or on chair looking at other children.
- TA from other class strong, involved in behaviour management of her children.
- Teacher turned shouting out into a positive; boy (S) only one to answer but it was the correct answer with intonation and expression, so she asked him to model for the class. She then presented him with a sticker which encouraged other children to also answer in hope of sticker.
- Register taken in morning with one child saying, 'Bore da' but this was not corrected straight away, so two more students followed with this before it was corrected, so the two students had taken this as a model answer and repeated it.

## Appendix 8; Reflection 4



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

#### Dyddiad/Date:

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** Teacher turned shouting out into a positive; boy (S) only one to answer but it was the correct answer with intonation and expression, so she asked him to model for the class. She then presented him with a sticker which encouraged other children to also answer in hope of sticker.

| Profiad/ Experience                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teimladau/<br>Feelings<br>Beth yw eich teimladau ynghylch y profiad?<br>"What are your feelings regarding the experience?"                                                                                                                                                                                                  | Firstly, I expected the teacher to be frustrated with the shouting out however I was surprised that the teacher was pleased. And when she praised him and asked him to repeat his correct answer for the class I was also impressed with the boy's intonation and expression, and saw why the teacher had picked this out as a model example. I was impressed that when she disregarded his shouting out and instead rewarded (with a sticker) his answer and his confidence in sharing, that the other children did not mirror the shouting out, but were encouraged to also present answers when asked.                                                                                                                                                                                                                                                                     |
| Cofio a Deall/<br>Remember and Understand<br>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?<br>"Can you list the aspects of the learning experience that went well?"<br><br>Pa elfennau o'r profiad dysgi oedd yn siomedig?<br>"What were the elements of the learning experience that were disappointing?" | Children were engaged, eager and looked challenged. They enjoyed answering the puppets' (flick and flack) questions, with many of them very excited. (S) was one of the children eager to take part, and this is perhaps the reason he shouted his answer out. He was however, correct, and showed an impressive use of intonation and expression for a five-year-old child. The teacher remained calm and her praise built the boy's self-esteem so that he could feel confident standing and repeating his answer to the class.<br><br>Unfortunately, calling out is against the 'rules' of many classrooms, so his behavior would be seen as typically unacceptable. However, as he is a child in reception, he will not yet be used to the 'norms' of a classroom, which is also evident by a lot of the behavior displayed throughout the lesson by all of the children. |
| Gwerthuso a dadansoddi/<br>Evaluate and analyse<br>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?<br>"What will you keep the same to ensure effective teaching and learning in the future?"<br><br>Beth oedd achos yr elfen siomedig bwysicaf?                                       | There are 2 incidents that could be deemed critical, the boy shouting out and the teacher disregarding it in favour of the correct answer.<br><br>For the former I considered these questions; (modified from Tripp, 1993)<br>1) Why did (S) shout out?<br>2) Why shouldn't he shout out?<br>3) How does he see the action?<br><br>1) He was excited and is also a very confident and chatty little boy, who often has to be reminded about shouting out.<br>2) Classroom culture. He is intentionally breaking the classroom rules, and thus <b>unintentionally</b> not allowing other children to also have time to think, reflect and share their own answers.                                                                                                                                                                                                             |

|                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>"What was the cause of the most important disappointing element?"</i></p>                                                                                                                                                                                                                                               | <p>3) I believe that in his eyes he is merely answering the question and cannot contain himself because he knows his answer is correct and wants to show what he has learned and impress his teacher and peers.</p> <p>For the latter, I considered:</p> <ol style="list-style-type: none"> <li>1) Why did the teacher not reprimand the behavior?</li> <li>2) Why should she reprimand the behavior?</li> <li>3) Are the rules and expectations of the classroom environment clear?</li> </ol> <ol style="list-style-type: none"> <li>1) Possibly to not draw attention to it, and instead make it useful.</li> <li>2) If she wants all students to be aware that this is not acceptable then she could say that she SHOULD have reprimanded him, but then she may be sacrificing one child's confidence for the many. Is this, morally right?</li> <li>3) As an observer, most of the class seem confident in sitting 'nicely' and listening, however, this is a reception class and many of them will have been in school longer than others. It is possible that some of them are unaware their behavior is not what is expected.</li> </ol> <p>Like the teacher, I believe reprimanding a child for answering a question is not correct- it could discourage them from answering again, as well as also having a negative effect on the other children in the class who may also then be scared to answer.</p> |
| <p>Casgliadau a chymau gweithredu/<br/><i>Conclusions and actions</i><br/><i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i><br/><i>"What are your possible solutions to the disappointing issues identified?"</i></p> <p><i>Beth ydych yn mynd i'w wneud nesaf?</i><br/><i>"What will you do next?"</i></p> | <p>In this scenario, the teacher weighed up her options; she could reprimand him for his shouting out of the correct answer which could potentially discourage him from participation in the future, or she could disregard it in favour of the model answer which also aids the learning of the whole class. She chose the latter, which I myself feel I would also do.</p> <p>However, personally I would not reward with a sticker, and instead use verbal praise to validate the child's correct answer, without encouraging the unwanted behavior. I would then, without singling out that child, calmly and clearly remind all the children of our classroom rules and say something along the lines of "making sure everyone gets a chance to think and share".</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Y profiad newydd / Transformed experience</p>                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

**Appendix 9; Lesson plan reflection sheet**

**Lesson Plan – Phase 1**  
**Evaluation of the Learning Experience**  
**(include references to QTS)**

| <b>Evaluation of Pupil Learning</b>                                 |  |
|---------------------------------------------------------------------|--|
| Evidence of Learning<br>(including attitude to learning over time)) |  |
| Next Steps for Progress                                             |  |

| <b>Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices</b> |  |
|-----------------------------------------------------------------------------------------------------------------------------------|--|
| Evidence of my Effective Practice                                                                                                 |  |
| Areas for my Development                                                                                                          |  |
| Personal Targets for Progress                                                                                                     |  |