

Appendix**OBSERVATION / FIELD NOTES**

In this section are the notes made of the three critical incidents that were recorded on the two days of school observation.

Record 1

Date and time, year group: 26/9/22 Morning session. Year 1.
Where and When: Context of the observation – subject/AOLE, general classroom context The incident occurred in a morning literacy session. In the classroom were several different ‘stations’ all focusing on implementing literacy and communication skills. Stations included; literacy games on the i-pad and interactive whiteboard, spelling games (splat the letter) and outdoor glitter writing.
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work). All three classrooms had inter-connecting doors, allowing the pupils to flow between each room. In each classroom there were several literacy tasks of differentiating ability. The teacher explained to the pupils which tasks were set at each ‘station’ and gave the children the opportunity to select which task they wanted to complete. I found this set-up like a foundation phase classroom. This was very interesting to me and therefore warranted further investigation to assess the effectiveness of this strategy.
Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider? Research avenues to consider could be... • Research into the effects of active learning in promoting learning in young children. • The potential barriers to active learning. • How active learning is promoted in the new curriculum. • Whether progressive learning methods, such as active learning, are more effective than traditional teaching methods.
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) More independent children were more comfortable with choosing their own activity than others. Some children required guidance as to which activity to use. Additionally, some children refused to leave specific stations to let others have a turn.

Record 2

Date and time, year group:
26/9/22 Morning session. Year 1.

Where and When: Context of the observation – subject/AOLE, general classroom context.

At the end of the first morning session, the children re-grouped on the carpet with the class teacher to discuss what they had learnt in the previous literacy session.

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

Following the literacy session, the teacher re-grouped the class onto the carpet to discuss the key concepts they explored during the morning session. The teacher then awarded 'dojo points' to children whom she saw working hard and that were on task.

Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider?

Research avenues to consider are...

- The effects of a points reward system on reinforcing good behaviour and hard work.
- The effects of a points reward system on motivating pupils. Does it positively or negatively affect their motivation?
- Does rewarding points lead to positive or negative reinforcement?

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

Most children were eager to be rewarded a point. Many children began to highlight things that they did during the session to impress the class teacher in attempt to be rewarded a point. However, some children did not seem to care whether or not they were awarded a point. Therefore, this could suggest other methods are needed to motivate some children and awarding 'dojo points' is not effective for every child.

Record 3

Date and time, year group:

27/9/22. Year 1.

Where and When: Context of the observation – subject/AOLE, general classroom context.

After play, the children re-grouped onto the carpet with the class teacher to focus on Welsh phrases.

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work).

After play, the class teacher used songs to reinforce Welsh phrases such as 'Pwy wyt ti?' and 'Syt wyt ti?' Each song had corresponding actions and gave the children to opportunity to answer these questions in Welsh to a rhythm. After coming in from play, the teacher recognised that some children were excitable and so played calming music as they re-entered the classroom.

Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider?

Research avenues to consider are...

- How effective are songs in helping memory retention in early years.
- The impacts of singing in developing vocabulary and language skills.
- How does this relate to the four purpose of the Curriculum for Wales.
- The effects of music therapy in calming children and getting them ready for learning.

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

After play, the children took a while to settle. The teacher recognised this and began to play calming music to help them settle. This seemed to help the children become less excitable and get them ready for learning.