

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.

This assignment is going to focus on a critical incident observed in an educational setting. A critical incident is described by Tripp (1993:8) as something that is, 'Produced by the way we look at a situation: a critical incident is an interpretation of the significance of an event.' The incident is going to be observed and recorded through a case study method. During this assignment it will identify strengths and weaknesses of using this type of research but also what can be taken from it to improve the researcher's personal development in teaching. Research gathered is going to critically evaluate key theories that underpin the holistic development of children and the importance this plays in the developing child. The critical incident which is going to be identified will be linked to at least one of Donaldson's four purposes of the new curriculum. A detailed literature review highlighting the incident will show the research that has been undertaken to gather evidence to support the views of the researcher. Research is going to be carried out by looking into articles printed in journals, newspapers and books. Evidence will also be gathered from policies, on-line articles and observations. The critical incident which is going to be explored is the use of positive and negative reinforcement and if they are used in the right context, intrinsic and extrinsic motivation, behaviourist theory and health and wellbeing. This assignment is also going to link the critical incident to one of the four purposes in the Donaldson's report 2015 ambitious capable learners.

The school in which these observations have taken place will be addressed in this assignment as the educational setting and the pupils will be identified as child A. This is to keep the identity of those anonymous. BERA (2018) says that 'this helps support educational researchers in conducting research to the highest ethical standards in any and all contexts.' The educational setting educates children from aged 3 to 11 and offers both breakfast and after school clubs. In 2004 the Welsh government introduced free breakfast to children of primary age, Welsh government says that 'Having a healthy breakfast may help to improve children's health and concentration.' It is believed that if children have breakfast then it will allow them to learn better. The setting is situated on the west side of the city which is a more

affluent area compared to the east side. The setting has 580 pupils on role with a small percentage of free school meals with only 54 pupils. There are 154 children who have English as an additional language (EAL). The recorded number of children who have additional learning needs is 63 which is broken down into 24 on school action, 19 on school action plus, 2 are undergoing statutory assessment and 18 who have a statement of educational need (SEN). The settings motto is that everyone is unique, caring, sharing, learning and achieving together. (Estyn, 2013)

There are many ways in which to carry out research in education such as; model surveys, experiments, ethnography and model action research. But, for the purpose of this assignment the researcher is going to use a case study. The purpose of carrying out research through a case study is to 'portray, analyse and interpret the uniqueness of real individuals in real environments through accessible accounts.' (Cohen et al, 2010:253) When carrying out an observation through a case study you can collect a bigger picture of events, this can help to identify areas of why and how incidents occur. Case studies are very descriptive and are relevant to what is being observed and the events are recorded as they unfold in order. Yin (1994) cited in Cohen et al (2010:255) says that case studies can be carried out in three different ways, these are; exploratory, descriptive and explanatory. There are of course advantages and disadvantages of every type of research method, especially as you never know what is going to happen next. Case studies can be completed by a single researcher and therefore can be strong on reliability. However, it can be argued that if the research is carried out by a single researcher then the research could be biased on what the researcher records or it is what they want or do not want to see. Another disadvantage of using this type of research is that the information gathered cannot be used to generalise the situation. Tripp (2003:43) suggests there are four stages of observation that should be considered when observing a critical incident, these are: 'thinking strategies, the why challenge, dilemma identification and personal theory analysis.' With a case study the reader can identify with the situation being observed which allows them the feeling of being in place with the incident and the information can be understood.

The case study that this assignment is going to critique is set in a year four classroom which has twenty-eight pupils which are eight years old and two teaching staff consisting of the class teacher and a teaching assistant. 'Observations are a crucial tool in getting to know more about the children that you are working with'. (Smidt, 2009:12) Observational learning also leads to a change in an individual's behaviour, by observing a situation and identifying it as good or bad we can learn how to change it to make it better the next time. The observation took place on a Thursday afternoon. The plan was for the children to edit an autobiography

using interesting words. The researcher had intended to take a step back to observe the children and teaching staff from a distance to have a full sense of what the classroom environment was like, what resources or displays were available for the children to access and also what the relationship was like between the teachers and the children. However, the researcher spotted a space next to child A which was empty. So, the researcher asked child A if she minded if she took the place. Child A was very pleased that the researcher wanted to sit next to her. The class teacher began by taking the class register in Welsh which is within the guidelines of the Welsh curriculum and raising the standards in Wales. It has also been recognised that the Welsh language is a dying language, Therefore Welsh Governments aim is to increase the number of Welsh speakers in Wales. Welsh Government (2017) says that 'Our ambition as a Welsh government is to see the number of people able to enjoy speaking and using Welsh reach a million by 2050'.

The critical incident began whilst the teacher was giving a very in-depth introduction to what the lesson objectives were. The children were to edit a biography using interesting words. As a warm-up exercise the children were asked to take part in a group discussion with the other children on their table to edit a sentence that the teacher had written on the board using interesting words. Rogoff (1990) cited in Smidt (2009:15) suggests that children learn as much from adults that they observe, as the adults that are observing them'. Child A did not participate in the group discussion but took another white board and pen to edit the sentence on her own. She was motivated, took particular care in her editing and took her time. Hattie et al. pg. 29 (2014) describes this type of motivation as 'intrinsic' this suggests that child A is motivated in this way because she wants to achieve higher for herself and not motivated by something for something else. Bandura's social cognitive learning theory (1977) supports this by stating 'there are four stages of observational learning; attention, retention/memory initiation motor and motivation.' (McLeod. 2016) The children then had to read out when called what they had written as a way for the teacher to assess if the children understood what was required from them. This form of assessment for learning is called a mini plenary, teachers use this approach as a way of assessing if the children are on task to complete the desired lesson objectives to the standard to which the teacher is looking for. When the teacher was satisfied that all children understood what is required from the task, he asked them to open their books and begin. Child A took particular care with the presentation of her work, she accessed resources that were available around the classroom to help her. Right (2018) says that 'Learning materials are important because they can significantly increase student achievement by supporting student learning.' When the researcher asked the child what she was doing she was able to tell the researcher in detail what she was doing and was very happy talking whilst working the same time. Her method of working through the text was very precise, she did this

by highlighting the sentence she wanted to change and then looked through the thesaurus or word map to see what interesting words she could use in her sentence. Half hour into the task the bell was about to go for play time. The teacher informed the class that if they had not finished then they would not be going out to play. This made child A rush the last part of her work. This reaction seemed a shame as it could result in her not producing the last part of her work to the same quality. It could be argued that child A was at that moment motivated by extrinsic motivation due to rushing her work so that she could be rewarded with her playtime. Children work at different speeds but there could be other explanations as to why child A did not finish her work on time. Was the work too hard? Should it have been differentiated to meet the learner's needs? Or is it just that the learner is a motivated and conscientious child? The teacher should know what child A is capable of and therefore the expectations of what was required from the child should be reasonable. Donaldson (2015) states that one of the four purposes is that children should be educated to be 'ambitious capable learners that should be ready to learn throughout their lives.' So, work should be challenging and engaging for children to a degree of how much a teacher knows they can stretch their pupil's learning. Students with a growth mindset believe that ability can change as a result of effort, perseverance, and practice. Dweck (2017) defines growth mindset as: 'people believing that their most basic abilities can be developed through dedication and hard work.'

Being punished for trying your best or working to the best of one's ability seems like a contradiction in terms of what is required from a child. However, according to Skinner (1904-1990) a person can be shaped and maintained through operant conditioning. There are four types of reinforcement: positive, negative, punishment, and extinction. In operant conditioning, positive reinforcement involves the addition of a reinforcing stimulus following a behaviour that makes it more likely that the behaviour will occur again in the future. When a favourable outcome, event, or reward occurs after an action, that particular response or behaviour will be strengthened. (Cherry, 2019) Child A responded in a negative way so, you would not want this type of reinforcement to be used if you wanted her to receive the best education. The strategy that was used with child A was negative reinforcement this is when a person's behaviour causes something to be taken away, for example when child A's playtime was threatened to be taken away this was used to attain an agreeable result of her completing her work. Marcin (2017) supports this by saying 'Negative reinforcement is a method that can be used to help teach specific behaviours.' However, in child A's case this is not a behaviour that educators would want to repeat. The actions that were made towards the child appeared to the researcher as a punishment, Skinner (1938) cited in McLeod (2018) says that 'punishments are responses from the environment that decrease the likelihood of a behaviour being

repeated.' So, Skinner believes that 'punishment weakens behaviour'. Operant Conditioning is an active process. Skinner believed that children can be moulded into who we want them to be through positive and negative reinforcements. In operant conditioning both positive and negative do not mean good or bad. This type of conditioning means you are either adding something (positive) or taking something away (negative). So, by taking child A's playtime away this is an example of negative reinforcement because you are increasing the child's speed of which she works for a negative response. Whereas Pavlov (1849-1936) believed that children are trained to be who they are through classical conditional theory and inherit behaviours from family and the environment. 'Classical conditioning emphasises the importance of learning from the environment, and supports nurture (biology) over nature (environment)' (McLeod, 2018) However it can be argued that the behaviour that child A presents with her enthusiasm to learn is a combination of nature and nurture. David (2014) says that 'classical conditioning is a reflexive or automatic type of learning in which a stimulus acquires the capacity to evoke a response that was originally evoked by another stimuli' so, from the child being told she was going to miss her play she worked faster to finish her work so she could go out. But if motivation has a part in the way we perform surely that's down to the individual's make-up of who they are! Motivation is the desire to act and move toward a goal. It's the difference between waking up before dawn to pound the pavement and lazing around the house all day. It's the crucial element in setting and attaining one's objectives and research shows that people can influence their own levels of motivation and self-control. (Psychology today, 2019)

In 1954, Maslow published his Motivation and Personality theory, which introduced the idea of how people needed to satisfy various personal needs, before they move onto their next step of progression. Maslow based his theory on his observations as a humanistic psychologist and he saw that there was a general pattern of needs, recognition and satisfaction that people follow generally in the same sequence. Maslow also theorized that a person could not recognize or pursue the next higher need in the hierarchy until they were substantially or completely satisfied. (Gawel, 1997) Huitt, (2011) supports this by saying 'motivation is involved in the performance of all learned responses; that is, a learned behaviour will not occur unless it is energized. The major question amongst psychologists, in general, is whether motivation is a primary or secondary influence on behaviour. Are changes in behaviour better explained by principles of environmental/ecological influences, perception, memory, cognitive development, emotion, explanatory style, or personality or are concepts unique to motivation more pertinent.

Huitt (2011) says that 'motivation can be divided into two categories: intrinsic and extrinsic.' Extrinsic includes operant conditioning and social cognition and intrinsic includes cognition affect, conation and social cognition leading to biology and spiritualisation. Hattie Pg. 47 (2012) says that 'the balance should be more towards the intrinsic motivation because the greater the investment in learning the greater the learning gains.' Does this mean that child A was powered by her intrinsic motivation because she had high expectations of herself? But, because of the thought of losing her playtime the extrinsic part of her motivation took over because she did not want to lose her play so, the extrinsic part of her motivation was stronger than the intrinsic part at this moment in time when she thought she was going to lose her play. Unfortunately, because of this over empowerment of extrinsic motivation child A's work might have suffered. Hattie (2012:49) believes 'there are three goals that students have'. These are: mastery goals which appear when students use maximum personal effort to develop their competencies in a subject. Next there are performance goals when children aim to be better than their peers and they appear to have one track thinking to achieve their best and finally social goals when children are more concerned with how they interact and relate to their peers in their class. 'Well-motivated learners will access whatever resources are available and will use them to their full advantage' (Hattie and Yates, 2014:30) which is what child A was doing. It is also what Donaldson (2015) wants in the new curriculum, he suggests that there are four purposes to the Curriculum for Wales and says that, if generally supported, they should 'guide all future decisions about national and local educational priorities and underpin all teaching and learning in Wales'. (Dauncey, 2015)

Two of the four purposes the researcher believes are being covered during this assignment are that 'children should be ambitious capable learners who are ready to learn throughout their lives and Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society'. (Donaldson, 2015:30)

Teachers should acknowledge how hard a child works and the effort that they have put in to achieve the finished piece of work, child A's work might not have been to the standards of the teacher's expectations but, the relationship between the child and teacher will remain a positive one. Ariely (2010:104-105) cited in (Hattie and Yates, 2014:30) states that 'the attitude towards others can depend on how well they treat and respect what we ourselves achieve and value.' Fullen (2011:5) says that motivation is the glue that binds the effective drivers together is the underlying attitude, philosophy and theory of action. The mindset that works for whole system reform is one that inevitably generates individual and collective motivation.'

Shouldn't it be the case that if child A had such powerful motivation to achieve the best and push her boundaries to impress herself and others then she should not have been put in the position of being punished for not finishing her work but, to have been allowed to go out to play and her work could have been completed during assembly time, or a time when she had completed other work before the other children?

During this assignment the researcher has used the ARC method of reflection to record and evaluate what they have observed during the case study. Reflective practice helps the teacher to link what they do and how they might improve what they have done. Teachers should be self-critical and constructive in their reflections to be able to improve what they have done. This links to Schon (1983) theory on reflection. He believes that there are four parts to reflective practice. 'these are technical rationality, knowledge in action, reflection in action and reflection on action'. (Ghaye, 1998:23) The notes that have been recorded in this observation have been attached in appendices five and six. Reflection is important for everybody to identify what happened, what went well, what didn't go well and what the researcher could do better next time to improve their practice. Reflective practice has huge benefits in increasing self-awareness and develops a better understanding of others. Reflective practice also helps an individual develop their creative thinking skills and can also help someone to engage more actively in their work environment.

This observation has surprised the researcher with how some children are able to go under the radar and not be noticed, this can result from the pupil being: generally quiet, conscientious, able to follow through on work independently or unable to do their work and lack confidence to ask for help. The researcher thinks it is important for educational staff to get to know all their pupils. During this observation once the children were all sat in their places to do the task required, the class teacher sat at one table talking to the children to make sure they were on task. Once some of the children had finished it was noted that they went to the class teacher to get their books marked. The researcher feels that they would do this differently by moving to all tables individually therefore the teacher would be close to all pupils in the class and therefore would engage in conversations that would allow the teacher to get to know all the children so, hopefully no-one will go under the radar. This type of practice would also alleviate the movement of pupils around the classroom while others are working as this can be a distraction for those who like to work with minimum disturbance promoting good classroom management. The researcher also feels that if a child is working to their ability then they should not be punished by missing their play but, they could complete their work during a time that is not as important as play-time such as assembly time or singing time. The researcher has been made aware that children do work at different speeds and outcomes of

work can be affected by rushing a child. Playtime is such an important time for children to develop their physical and social skills. Also, if a child has been concentrating and working so hard then they also need some down time.

In conclusion this assignment has focused on a critical incident observed in an educational setting. The incident has been observed and recorded through a case study method and had highlighted the strengths and weaknesses of using this type of research. The information gathered during this observation has been recorded in appendices five and six. The researcher has gained an insight into how observations and reflective practice can improve the researcher's personal development in teaching. (Ghaye,1998) Research that has been gathered has critically evaluated key theories that underpin the holistic development of children and the importance this plays in the developing child. The critical incident that has been identified has been linked to two of Donaldson's four purposes of the new curriculum, Ambitious, capable learners and Healthy, confident individuals (Donaldson, 2015). A detailed literature review has highlighted the incident and has shown the researcher what research has been undertaken to support what the researcher has observed during the critical incident. Research information has been sought from articles printed in journals, newspapers and books. Evidence in this assignment has also been gathered from policies, on-line articles and observations. The critical incident which has been identified has explored use of positive and negative reinforcement and if they are being used for the correct purpose. This assignment has also gone into great depth on how different forms of motivation, intrinsic and extrinsic linked them to how child A works and that they can lead to a positive or negative outcome which can also affect a child's health and wellbeing. This assignment has linked the critical incident to two of the four purposes in the Donaldson's report (2015:30) Ambitious Capable Learners who are ready to learn throughout their lives and Healthy, Confident Individuals who are ready to lead fulfilling lives as valued members of society.

(Word count 3810)

Appendices one

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 24.9.19
Lesson details: Physical Education: children to move to music, using pieces of material to pretend they were floating in the wind like a kite.
Classroom culture (Are the students focused on learning?) PE took place in the school hall with the teacher, classroom assistant and music
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - To follow instructions: hopping, walking and skipping - Balance: when using the bench to walk along and the horse to jump off
Direction (Are the students clear about what they are doing and how to do it well?) The teacher modelled what she wanted them to do
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Too much challenge in a short space of time - Lesson was rushed, not giving children enough time to process the instructions
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? - Balance: children were praised for landing on mat correctly - Instruction: children were praised verbally individually. E.g lovely walking child A - Balance: if a child had jumped incorrectly the teacher demonstrated what they should try and do next time.
Specifics / Critical Incidents

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

- Child A was screaming and running around the hall. So, the teacher stopped the whole class to remind child A what they should be doing
- Child B was doing different to what was instructed

Appendices two

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date:

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

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	• More time needed for the amount of instructions that were delivered • Could have concentrated on movement
Cofio a Deall/ <i>Remember and Understand</i> <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	• Teacher modelled what she wanted the children to do • Music was appropriate to match the children's ability • Shoes and socks were taken off for safety • Two members of staff to help model activity • Space was appropriate to work in • Number of children in the group • Too many instructions in a short period of time to keep children engaged and on task with activity • Material that was used wasn't checked to see if there was enough for each child
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	• Tempo of music • Number of children in group • Number of staff in lesson • Modelling of activity • Too much information given to children • Not enough material prepared for activity • Elements of learning could have been divided into two separate lessons; floating and balancing
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i>	• Two separate lessons for floating and balancing • Preparing the correct amount of material before delivering lesson • If children start to go off task explain and model to them what the required task is. • Praise children for following instructions correctly • Positive reinforcement (Skinner)

<i>"What will you do next?"</i>	
Y profiad newydd / <i>Transformed experience</i>	

Appendices three

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 28.9.19
Lesson details: • Teacher was leading literacy task • Giving instructions on what children had to do next • Talked about success criteria, what needed to be in the children's work
Classroom culture (Are the students focused on learning?) • Year five classroom • Relevant displays • Relevant resources around classroom for children to access • Tables laid out in groups of six
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • To follow instructions • Edit an autobiography using more interesting words • Keep referring to success criteria
Direction (Are the students clear about what they are doing and how to do it well?) • Yes, the teacher has demonstrated what he requires well • The teacher has accessed the children's understanding by choosing two pupils to repeat what is required.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Yes, all children seem to know what they are doing and set about the task independently
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? • Teacher asks two children to repeat what he has instructed • Asks children to come out to him to check their work with a purple pen • Verbally praises children for good work • Asks children to go back to the success criteria so they can self-assess

Specifics / Critical Incidents

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

- During the lesson introduction child, A appeared to be not listening or interested in what was being taught.
- He was fiddling and drawing on a rubber
- Took a picture that he had drawn from underneath him and placed it on the table
- Teacher immediately told him to put it away
- Child listened and sat back on the picture
- Child still appeared to have no interest in what was going on around him
- When the children were set to complete the task, child A immediately opened his book and carried on with his work and completed it to a good standard
- I spoke to the teacher about how I thought the child was not paying attention, and he explained that fiddling is the child's coping mechanism as he has frequent melt downs and gets upset easily.

Appendices four

Model Beirniad Wedi Adfyfyrio (BWA)

*Assisted Reflective Conclusions (ARC) Model***Dyddiad/Date: 28.09.19****Digwyddiad critigol (Ffocws)/Critical incident (focus):** Child appears to be not engaged or interested in what the teacher is teaching.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	• Interesting I've learn't that you shouldn't be too quick to judge a situation • Ask child about what they are doing to check that they are on task with what they are supposed to be doing
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	• Parent/pupil relationships • Learning strategies • Health and wellbeing • Child A was fiddling which could lead to distracting others • Appeared not to be listening • Didn't engage with other children on the table
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	• The teacher understood the child and knew the Childs' coping strategies that the child uses to be able to concentrate on the tasks required of them • To eager to judge
Casgliadau a chymau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiau siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	• To be more open minded • Less judgmental • Talk to the teacher to find out more information about a child
Y profiad newydd / Transformed experience	

Appendices five

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 28.9.19
Lesson details: • To edit an autobiography using more interesting words • Teacher was leading literacy task • Giving instructions on what children had to do next • Talked about success criteria, what needed to be in the children's work
Classroom culture (Are the students focused on learning?) • Year five classroom • Relevant displays • Relevant resources around classroom for children to access • Tables laid out in groups of six
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • To follow instructions • Edit an autobiography using more interesting words • Keep referring to success criteria
Direction (Are the students clear about what they are doing and how to do it well?) • Yes, the teacher has demonstrated what he requires well • The teacher has accessed the children's understanding by choosing two pupils to repeat what is required.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Yes, all children seem to know what they are doing and set about the task independently
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? • Teacher asks two children to repeat what he has instructed

- Asks children to come out to him to check their work with a purple pen
- Verbally praises children for good work
- Asks children to go back to the success criteria so they can self-assess

Specifics / Critical Incidents

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

- Child carries on with work independently taking particular care with presentation
- Accesses all resources like thesaurus and word banks from display
- Checks success criteria
- Refers to original work to cross reference
- Told she cannot go out to play until she has finished work
- She rushed the last part of her work so that she could go out to play
- Was her work finished to the standard she was more than capable of

Appendices six

Model Beirniad Wedi Adfyfyrio (BWA)

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 04.10.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): child being told she had to miss
playtime because she hadn't finished her work

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> "What are your feelings regarding the experience?"	- I did not think it was fair on the child to be punished for taking pride in her work just because she was taking her time to produce what she thought was to her best standard. - Child A rushed the last part of her work which could have affected the potential finished quality.
Cofio a Deall/ <i>Remember and Understand</i> <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> "Can you list the aspects of the learning experience that went well?" <i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> "What were the elements of the learning experience that were disappointing?"	- Child A accessed all resources within the classroom environment - Child A listened well to instructions - Child was able to converse with the observer and explain what she was doing and why - No interaction with the other children on the table - No group or team work involved - Child rushed work in the end so that she could go out to play - No social skills used with other children
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> "What will you keep the same to ensure effective teaching and learning in the future?" <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> "What was the cause of the most important disappointing element?"	- The way the teacher delivered the lesson - The way the teacher engaged the children in the lesson with active involvement - The use of assessment for learning - The child being punished for not being allowed to go out to play because she hadn't finished her work.

Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materïaon siomedig a nodwyd?</i> “What are your possible solutions to the disappointing issues identified?” <i>Beth ydych yn mynd i'w wneud nesaf?</i> “What will you do next?”	• Allowing the child to finish her work if she has finished another task earlier than others • Allowing child to finish during assembly time • Allow child to finish at another time • Be mindful that children finish at different times due to taking their time
Y profiad newydd / <i>Transformed experience</i>	

Appendices seven

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 29.9.19
Lesson details: • Children split into four groups • Two groups to work with teacher and T.A • Two groups to access continuous provision in and out of the classroom
Classroom culture (Are the students focused on learning?) • Unfinished displays • Class of 28 children of mixed ability
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • Guided reading • To activate prior knowledge • Outdoor provisions for hand writing • Indoor provision for hand writing
Direction (Are the students clear about what they are doing and how to do it well?) • confusion as to what children are in what groups • TA not sure about what group is to work with who
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • Activating prior knowledge - yes • Guided reading- some children speak English as an additional language. • Not sure on how much they understand the story. • Hand writing - no members of staff are challenging what the children are doing or looking to see if they are on task.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? • Guided reading – teacher asks children what they think is going on in the story • Activating prior knowledge- TA asks the children what they know and what they could draw in their books to represent what they know

Appendices eight

Model Beirniad Wedi Adfyfyrio (BWA)

*Assisted Reflective Conclusions (ARC) Model***Dyddiad/Date:****Digwyddiad critigol (Ffocws)/Critical incident (focus):**

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Better communication and planning between staff
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	- Activities that were set - Groups that the children were working in - Communication between teaching staff and support staff - Children were confused at what they were doing and where they were going
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	- Activities that were planned - Childrens groups - Staff that work with the groups - Support staff not knowing what groups the children were in
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	- Sit down with TA to explain what activities are going to be done during the day - Daily planning- involving TA and support staff - Weekly planning – involving TA and support staff
Y profiad newydd / Transformed experience	

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