

**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 paper will discuss whether encouraging autonomous learning in pupils and the use of scaffolding is something to continue to be pursued and whether this technique will benefit teachers practice long term. According to David Tripp (1993), a critical incident does not necessarily have to be an incident that disrupts a class, but it must be significant enough that it causes a turning-point in thinking within the observer and then is noted, researched and explained. Researching incidents that happen on a regular basis will help the teacher reflect on their everyday practice and not large incidents that may only come up once or twice in their teaching career. It is important to continuously critique and reflect on practice techniques to improve, update and change as often as the curriculum and the world around the pupils does. The findings will be based on a critical incident observed in a comprehensive school classroom.

The school observed is a mixed gender, English medium comprehensive school in South Wales. The school educated children between the ages of 11-18 year olds and also features ALN and STF units (Mylocalschool.gov.wales, 2019). According to the last Estyn Report (Estyn Report, 2015), (school name has been omitted to comply with confidentiality guidelines and will be referred to as school X), there were 1,136 pupils at the school. The school has a higher than average percentage of students that have Additional Learning Needs at 36% which is considerably higher than the national average of 20.1%. The class observed was first lesson of the day, 08:55am and finished at 9:55am, Wednesday 2nd October 2019. It was a year 9 mixed gender, mixed ability Welsh language lesson with 25 pupils. The pupils were sat in groups and were not in a seating plan. The teacher justified this reasoning as she believes that language is very much a social subject and splitting the children up from their friends will hold them back from using the language, building the skills by using the language in a conversation with their friends.

The observation method was a "spontaneous observation of something that occurs during the setting/school routine." (Welsh Assembly Government, 2008, pp. 11). There was no specific incident that was being sought after, the observation was undertaken noting down numerous incidents until one was chosen as critical and became the focus. There

were no special requirements made to the lesson chosen to observe as there were multiple choices given and the teacher was unaware that her lesson was to be involved in an observation until the observers arrived. Although the whole classroom was involved in the initial observation, the focus was on the teacher, the singular male pupil and the environment he was in.

A qualitative research approach would be the most appropriate for this collection of data as the outcomes can be subjective and there may be limited ways to measure the findings. A quantitative approach could be used to test out any theories that arise as a result of this research, however, this exploration may produce abstract data and not some that can be recorded via numbers. The research approach will be best as Naturalistic research as there will be no need for any equipment and the environment will be kept as the pupils and teachers are familiar with (Walker, 2012). A case study approach would be the most beneficial method to observe and analyse as opposed to another qualitative research style such as using Grounded Theory (Thornberg, 2012) as it needs to be precise and limited to that scenario. The findings that will be discussed will be focused on one event, in one classroom, at one specific moment in time. To apply the findings from this one class to all classrooms and learning environments without taking the differences such as class sizes and pupil ability into account would result in an unfair outcome and one that does not fully represent the whole picture. A case study approach is good to achieve a holistic understanding of the event witnessed but has its downsides as you cannot generalise all the findings. However, applying these findings and adjusting them depending on the context of a subsequent learning environment could result in a valid outcome if differentiated correctly (Kumar, 2014).

The observations were not structured and there were no changes in variables, the observation will take place in a lesson that was already planned before-hand. This can help reduce the effect of the Observation Effect (Hedges, 2012), as the teacher and pupils were not able to change their day to day activities in advance to being observed. However, sometimes the Observer Effect can have a positive outcome when observing, as stated in the paper 'Benefits of "Observer Effects" Lessons from the Field' (Monahan and Fisher, 2010), as what is observed when the observed knows they are being watched is what they want to be perceived as in some cases. For this situation, the teacher may have pushed the use of autonomous learning more as she was being watched, and in turn, may insinuate that this is what she believes is a good strategy to achieve the purpose of the lesson. The teacher may have changed the direction of the class if she did not believe this to be an acceptable way of teaching once she was informed her lesson was to be observed. This case study and research presented thereafter will be adhering to the BERA guidelines (BERA, 2018) on anonymity, no individuals will be identified within the research. The only

intervention in the observation was that there was someone situated in their classroom that is not normally there. The observation was recorded via note taking only via a field note form (see Appendix 1 and Appendix 2) and features no personal data of anyone involved in the research.

The critical incident was that the student was directed to look at the wall when he asked a question. The purpose of the lesson was to search for Welsh words in the dictionary and find their translations. The Welsh words were displayed on the white board and the students were to write them down in their books with the English translations they had found in the dictionaries written in a different colour next to them. They then had to use these words to create extended sentences.

At least two of the four purposes mentioned in 'Successful Futures' (Donaldson, 2015) could be applied to this incident. Firstly, to be "ambitious, capable learners" (Donaldson, 2015, pp. 29), the pupils need to enjoy challenge. By asking the pupil to look for the answer himself via the wall vocabulary or using the dictionary, he is learning how he can accomplish his goals with small challenges with constant success. This may demonstrate to him that challenges are not impossible to overcome and may give him the assurance to continue to attempt this process in future with more success. Also, within the ambitious and capable learners purpose, the use of the Welsh language on everyday objects within the classroom could help the pupil in other areas outside of the current environment he was in. For example, "Can I borrow a pencil?" was displayed in English and Welsh above the stationary area of the classroom, with other numerous stationary translations beside it. Having this constant visual, that is also being encouraged to be used wherever necessary within that classroom, is giving the pupil constant visual and auditory repetition of the Welsh language and its relation to its English counterpart. Giving them the basics of a commonly used sentence, can give them the foundation to be "ready to learn throughout their lives." (Donaldson, 2015, pp. 29).

This confidence links the 'Ambitious, capable learners' purpose to the 'Healthy, confident individuals' purpose. The pupil may form a "positive relationship based on trust and mutual respect" between themselves and the teacher. Having asked the teacher for help initially, the teacher gave him no information but just an instruction of where to find the information he needed. When the pupil then checked the vocabulary on the wall (Figure 1.) and within the dictionary, he was able to successfully complete the task. The pupil faced the challenge alone successfully, and although the teacher didn't give him the information, the relationship was still positive as the teacher helped facilitate him and there was still a positive interaction with a positive outcome.

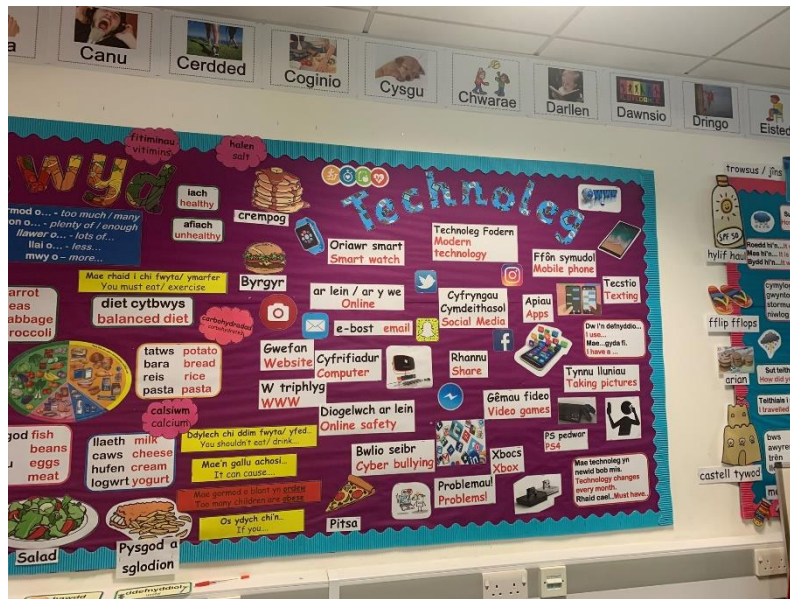


Figure 1. An image of the Welsh vocabulary in the classroom, School x, own.

The pupil was learning how to work independently, even if he did need a little encouragement to begin with. The pupil was asked open questions such as "Where in this room can you find the answer to your question?" (Figure 2.) and the pupil would either respond with a facial acknowledgement such as a smile or would ask a closed question back, "The corner?"



Figure 2. An image of the Welsh alphabet on the classroom wall, School X, own.

Leading on from this, the pupil will need to be able to build on the sentence to ensure their language comprehensibility is consistent as they gain a more expansive vocabulary.

Applying what they know to look around the room for more information they can use, they can branch into the 'Enterprising, creative contributors' purpose to "connect and apply their knowledge and skills." (Donaldson, 2015, pp. 29) to make longer, more complex sentences that give more information than sentences containing little to no information within them. Giving the pupils autonomy, once they had finished the initial task, they were free to continue expanding the sentences as much as they wished, with a small element of risk of getting the answer wrong, but this risk was limited as there was a lot of scaffolding around the room to suppress this fear.

By having the words visible around the room as well as other ways for searching for the vocabulary such as iPads and Welsh dictionaries, the pupils were being pushed to search for the answers themselves. By the teacher directing them to the Welsh alphabet on the wall, the pupil was able to find the word in the Welsh dictionary that he was looking for. The teacher was encroaching on a more holistic approach. By the child looking for the words themselves, when repeating this action, the child is learning how to use a dictionary and how to find out the information he needs more than he is learning about the specific definition of each word. This teaching style is based on a more 'building common sense' approach to teaching and very closely linked to the Constructivist School of thinking.

In the instance of the Learning Theory presented in 'From Teaching to Learning' (Barr and Tagg, 1995), the learning is more about the process of learning and how the child is able to discover the information themselves, rather than the content they are learning. Barr and Tagg suggest that when pupils learn for an end goal, such as an exam, once that exam has past, the knowledge is no longer needed and is then forgotten. They believe for pupils to truly learn something, it is more about having the understanding of the topic and being able to link it to various other aspects, such as in this case, if the pupil needs to find out a Welsh word that he doesn't know the English translation of, he can look in a dictionary rather than not knowing the answer or asking a teacher. Gert Biesta (2012, pp. 35-49) presents a problem for this type of learning is that it can be invisible. When the pupil is learning how to learn and not what to learn, it becomes hard to measure. John Hattie (2012) disagrees with this. Hattie believes that the progress is measurable but not all to the naked eye. In order for the learning to be visible, the teaching and facilitating has to be used when and where it is most impactful. If the style of teaching is expensive but not very impacting to the amount of learning gained, then another route should most likely be taken unless unavoidable.

The level of learning in this kind of environment can produce very unreliable results. For example, the welsh classroom has vocabulary covering almost every inch of the classroom walls, doors and objects. When it comes to classroom assessment such as spelling tests, the answers are clearly visible on the wall to see and for the children to copy from. David Didau (2013a) suggests that by having the vocabulary on the walls as a

constant, the pupils become too reliant on the scaffolding. If the pupils were to then complete a similar lesson in a different classroom, or outside of the safety net of school, without the wall prompts, they would not be able to complete the same task as effectively. He also suggests that by not being allowed to forget the information, the fact that it is constantly in their line of vision and they cannot escape it whilst in the Welsh lesson, they are placing the vocabulary in their 'easy retrieval' memory, but there is no deeper learning so when they leave school, they can no longer easily recall this information without the scaffolding. He believes that the lessons should be deliberately difficult to encourage deeper learning (Didau, 2013b). John Hattie (2012) agrees with this statement as he believes students enjoy the challenge of a harder task, but when a harder task is undertaken, the need for feedback increases and there needs to be a follow up to make sure the learner is on the right track.

On the contrary to this, if a pupil is finding the work too difficult, they may not even risk to participate in fear of getting it wrong, they may get frustrated or they may not reach their full potential (Sarikas, 2018). Using Lev Vygotsky's Zone of Proximal Development theory (Vygotsky, 1978), if a pupil is given a small amount of help, such as a leading question, the pupil is more likely to achieve a higher level of learning and development than if the pupil were to attempt the task with no help, they are not able to step out of their actual development level. Introducing scaffolding gives the pupil something to work with, if they are expected to write a complex sentence in Welsh with little to no idea about adjectives, verbs or nouns in that language, then they will never be able to create that complex sentence unless they are given some phrases or words to work with, depending on that particular pupil's level of Welsh. Christina Skarbek (1998) suggests that catching their interest, raising their awareness of the language and as natural and stress free as possible is key to improving their language learning skills. Frequently using labels can help building their confidence and re-enforce their vocabulary daily.

The displays on the wall were not linked to any of the students' own work. It has been perceived that when the displays on the wall represent the students work and is more individual to them that they absorb the information better (Barret, Davies, Zhang, Barrett, 2015). Whether or not the vocabulary all over the walls is helping some pupils enhance their language skills, it can also be impacting other students in a different way. It has been stated that classrooms with colours and displays which are over stimulating can affect the results of assessment in a negative way. The children would spend more time off task in an over-stimulating room than they would in a sparse, under-stimulating classroom. Although, bright colours in the classroom has been perceived to have the opposite effect. When bright colours are introduced into a classroom, pupils were found to spend less time off task than in classrooms of a slightly off-white colour.

However, Fisher, Godwin and Seltman (2014) found that the bright colours in the classroom were more likely to influence the child being off task. They measured this by the amount of times the children released eye contact with the teacher during the instructional education part of the lesson. The downside to some of these experiments of children's concentration in classrooms depending on wall displays is that many are undertaken with primary school children in mind where they may spend a whole day in one classroom with displays unrelated to the topic they are completing at that moment. With secondary schools, in-which this critical incident took place, the room was a Welsh Language classroom during a Welsh Language lesson where multiple sections of the wall vocabulary were being continuously used. It is believed that secondary pupils shouldn't be patronised with mediocre work on the walls just because the teacher is trying to be inclusive to all pupils and making sure all work is on the wall, but the space should be reserved for outstanding work or even a personal interest of the teacher. This can humanise the teacher and this assumes that the students become more comfortable in the subject and therefore, in theory, should be more engaged with the lesson (Pollard, 2015).

Although, the theory of colours being distracting or not stayed very much the same independent of age. Different colours have different effects on the child's emotions, for example red and orange can make the pupils nervous or unsettled whereas blue and greens may produce a more calming effect (Bennett, 2019). The welsh classroom has a mixture of these colours with one side of the classroom covered in reds and oranges and then progressively changing to blues and greens as the displays moved to the other side of the classroom. It would be interesting in a future study to see if the children in this Welsh classroom are affected by the colours in the room differently depending on their seating position in this classroom. Although the cooler colours have a calming effect, they also have the ability to cause children to feel tired which can impact their concentration skills within lessons and this can be countered with the warmer colours stimulating heart rate and breathing, there are benefits and pitfalls of both (Walstra, 2014). Having the bright colours on the walls make it easier to separate the themes of the language when the teacher asks, "Where on the wall do you need to look?" when the pupil is asking for help.

When first seeing the incident of the teacher directing the student to look at the Welsh alphabet on the wall and then looking through the dictionary to find the answer he was looking for, I was intrigued as it was not a technique I was familiar with. The pupil was, very clearly, trying to get the teacher to give him the answer so he did not have to make the effort to find it himself. One of the reasons for this was because he was looking for a singular f in the dictionary rather than an ff. When he couldn't find this answer straight away, he gave up. The teacher directed him to the alphabet to remind him that the word would be under ff not f and he managed to find the answer straight away. By the teacher showing him how to

find the answer rather than what the answer was, if the pupil was to come across this problem again, he would know what to look out for to solve it himself.



Figure 3. An image of the Welsh Alphabet on the classroom wall, School X, own.

By using the technique of scaffolding, the pupil can be given the tools to step into the Proximal Zone of Development (Sarikas, 2018). The pupil may not have been able to find out how to find the word beginning with 'ff' as he kept looking in 'f'. If he had continued to complete the task in this manner, the pupil will be likely to get frustrated and may cause disruption to the class or at the very least believe that he can't do the work and therefore thinks he is no good at welsh. By introducing the scaffolding of the alphabet and other vocabulary on the walls, the pupil was able to move onto the next step and only needed a minimal amount of help. The pupil was visibly pleased that he managed to find the word and began to help others around him and taught them what he had just learnt.

Because this type of learning can be almost impossible to measure it is important that I keep on top of the learning and the success of the pupils (Hattie, 2012). If something doesn't work or pupils are not visibly improving, it is important to note this and change my teaching methods based on what seems to be working. I must keep in mind that not all learning is visible but constantly evaluating how I teach will help me understand what is not working and can phase these methods out into something that does work.

With the issue of the pupil not having the information on the walls when they are in an exam or in another environment, I am not quick to dismiss the technique because of this suggestion. As Brookfield (1998, pp.197-205) suggests about autobiographic reflective practice, teachers often project their own experiences onto the children. I was taught in a Welsh classroom with a very similar environment with vocabulary on the walls, although the autonomous working was not pushed as much as it is now. When in exam conditions, I

would visualise the classroom and could picture the vocabulary that I needed and the spelling correctly. Although this technique may not work for all children, there may be a few children that this could make a big difference for when trying to recall information. One way to help could be the use of 'Gradual Release of Responsibility' models (Pearson and Gallagher, 1983) and having the vocabulary slowly come down off the walls as they are reaching an exam and have small assessments within this period to check that the information is being retained. If not, the teacher can repeat the 'I do, we do, you do' method and slowly remove the scaffolding throughout the school year. Using this 'Active Recall' throughout the school year will help the pupils be able to recall the information as well as retain it (joethetutor.org, 2013). Without constant use of the wall vocabulary, the negatives will begin to out-weight the positives of this technique when pupils are unsure of how to effectively use the tools in front of them (Hilden and Jones, 2012).

As I am aware that the intense amount of displays in the class can cause a sensory overload in some pupils, I would implement the technique of having a blank area of the classroom which does not have so many displays. The front of the class would be the most appropriate for this I would think as the pupils will often be facing that direction the most and they can turn to look at the displays and vocabulary when it is necessary at particular points in the lesson. Both Brookfield (1998, pp. 197-205) and Fook (2015) speak about how important it is to reflect on your practice by speaking to the learners and getting feedback from them. One way I could find out if the displays are helping or not is to ask the learners or to have a weekly Critical Reflection Questionnaire completed by every pupil, possibly during registration time as to not take away from lesson times. It is also useful for students to decide the colours and displays as it can make them more comfortable with their environment and can limit some of the problems that the displays can often cause when they now have the choice (Bennett, 2019).

The case study of only observing one lesson has not given me a complete outlook as to whether this style of teaching would be beneficial in the long run, but from observing the lesson, it was definitely visible that there were at least small amounts of learning happening within the pupil that had asked for help originally as he was narrating what he was looking for and announcing his successes. This may have been because he knew the class was being observed and may not have made it so obvious to the teacher in a normal situation, but the use of scaffolding is a technique I will try out in my teaching practice.

In summary, the use of 'Word wall' displays on the welsh classroom wall was utilised using Donaldson's (2016) four purposes. Encouraging pupils to work autonomously gives them the chance for holistic development. Using a case-study method with a Naturalistic observation approach to identify the critical incident, it is not clear whether the student's advance in learning would be synonymous with every child in every classroom. However, the

findings do suggest that by children having the scaffolding to utilise when correctly demonstrated, there is reason to believe that this will encourage the pupils to gain confidence in their skills and the subject and they may be more willing to push themselves without needing as much pressure from a teacher for the whole lesson. The findings have presented negatives such as pupils becoming too reliant on the scaffolding, but there are suggestions within this paper that can help neutralise the issues and help limit some of the negative consequences of using such tactics. Within the Professional Standards of Teaching and Leadership (Welsh Government, 2019), there is a focus on the on-going management of the learning environment and that by effectively using this can promote positive learning habits and behaviours. By continuously reflecting on lessons and constantly refining teaching and learning habits based on what is observed in reflection, it is possible to create appropriate expectations from the practitioner's and pupil's point of view and promote their self-motivation. I have taken the approach of wider reading to investigate the topic in detail, from different points of view and utilise what I have found to improve my practice, and this will be applied throughout my teaching practice.

Word count: 4335

Appendices



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** Boy came in to ask worried about being late.*

Welsh - Yma to answer register

Congratulate him in Welsh

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: Welsh year 9 Mixel. Starter task - list words starting with G. (Patching words given) bin - Does everyone have a pen?
Classroom culture Shake hands and say Bore Da when (Are the students focused on learning?) <i>They come in. Quite loud talker. Sat on tables in groups. Once they started starter task it was quiet.</i> <i>- There is lots of vocabulary on the wall.</i>
Objectives Clear starter task (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) <i>Team work - find English vocabulary words on board.</i>
Direction (Are the students clear about what they are doing and how to do it well?) <i>No seating plan as she likes them to be able to talk</i> <i>Pack away.</i>
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) <i>Using words on the wall.</i>
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? <i>- One student didn't want to answer or read out their answer so teacher asked if she wanted her to read it out. - Student wouldn't look at book - avoiding eye contact.</i>

** Use green sheet to fill in if someone comes in late.*

Appendix 1 - 02/10/19 Welsh Field Notes 1

Critical incident

- * "We found a word but it doesn't say a description."
- Teacher went over and it was just under read - pupil didn't try it first.
- * Hands up all over the class - teacher walked between tables but watched from the front.
- * Pupils often called the teacher over
- * Student at back finished early and just watched everyone else.
 - ↳ started walking around to get red pen.
 - ↳ Hadn't actually finished
- * rather than asking her - look at the wall
 - encouraging
 - independent. autonomy
- Job of colour / words + sentences on the wall
 - meanings of words near the objects i.e. the door
 - Can I borrow?
 - open the door
 - Come in
 - go out.
 - Open the window
- "Check your Level" on the wall
- * Does give examples first.
- * Skill helps but if they still don't get it she shows them how to get it rather than what it is.
- * Take pictures of walls
- Restorative Practice
 - Pivotal
- Bell to get their attention
 - downside to be autonomy task.

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

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Welsh year 9 mixed ability - the environment - wall vocab

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt that it helped save time for the teacher. Instead of having to spend lots of time with each pupil she could direct them to other avenues of help. The pupils were of mixed ability and some did not want to attempt to try task on their own. There were displays that helped with differentiation so the more capable students could add more information to their sentences.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	When students finished, there was always more that could be added with minimal intervention from the teacher. Pupils were constantly being assessed throughout the lesson as she would ask every single pupil a question at least once and at the start of the lesson they all had to give the teacher a Welsh word beginning with the letter G. No support sheet. It helped as as student teacher help also as we could help direct to the right area on the wall without needing extensive knowledge.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	There was vocab on walls and objects relating to objects in the room such as open the window. All pupils had lots of pages in front of books with vocab G-wedl in with pictures. The pupils used dictionaries and had access to books. Pupils used initiative and realised even when they thought they couldn't find the word in the dictionary teacher pointed out the alphabet to help them find it. Brain Book Buddies Boss.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	There is evidence that classrooms that ~~are~~ have a very busy visual environment may cause problems for SEN students. I will look up how much the benefits outweigh the negatives + also see what can be done to cause less issues. There has been mention that having all of these on the walls causes the students to become lazy so when it comes to exams they are lost without the visuals. I do believe however that the pupils may be able
Y profiad newydd / Transformed experience	

to picture the words in their mind if they are in this environment often. To help solve this some things I would do practice tests and in a different room or cover the words and slowly build it up so that they no longer need the visuals.

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*Cuboid - cube
breaking down to faces.*

Teacher / Sapp disagrees instead of no. When someone doesn't understand he goes back to basics

Class is lacking in confidence

Have a focus on this + times

Not many students got on last question

2 new students

Pupils had to read out questions.

to write down

focusing on

Some needed a calculator some could do it without.

One pupil said to me she didn't understand but didn't ask for help + got majority right.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/6/19 *date is in Welsh*

Lesson details: Maths year 9 split lower set

First began with a task on board in silence. 10 students all sitting on separate tables. Asking questions, how did they get it? teacher knows who is talking. 1 student hasn't been to school for 6 months

Classroom culture First section quiet - Pens down look this way (Are the students focused on learning?)

Pupils are allowed to shout out but he asks every pupil their answer, if when he asks if someone wanted a highlighter everyone got up. teacher bantered with each pupil differently.

Some wrote down working out where some didn't

Objectives Looking at volume of a cuboid. (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Active learning.

Gave out a sheet

Direction (Are the students clear about what they are doing and how to do it well?)

- Students know when to make notes and what's important to write down.
- Gives them the formula.
- Teacher came around and marked during task 1 - e missing Cubic units.
- each pupil played up at least once + teacher was bouncing between each pupil.

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

- Own opinion - What does volume mean to you? - Active listening! Nothing is right or wrong.
- Asks all pupils of their opinion.
- "What other ways did you get that?"
- Gave out a sheet to work on and one questions on the board and can start with anyone.
- Some were still on last question when some were on last.

Some needed a calculator some could do it without.

One pupil said to me she didn't understand but didn't ask for help + got majority right.

Appendix 4 - 25/09/19 Maths Field Notes 1

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*All standing behind chairs
- everyone put hands up
- wouldn't pick someone who
anyone put hands up.

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

Mr

*Ask their opinion of what they think ~~is~~ correct
Volume is + wrote it on the board.
* "How do I know??"
* Marked as he went along.
* "I agree with that part, but how are you going to get to that? Is there anything missing?"
* Asks to read the question back to him then re asked them the question - then asked them to double check answer.
* The one that kept walking around got an answer right + pupil got a mark done. - Got it wrong - go back + try it again.

didn't use a calculator either

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

Looking through old paper,
* Writes in different colours.
* Shown in pages.
* Boy J
* Boy 6 - I give up - straight away = teacher sat next to him and explained to him slowly
* Student wouldn't continue to next question until he asked
* Student 2 felt more confident to shout out answer to correct other student once teacher corrected him
* One girl turning around and talking saying she doesn't know what to do and everyone shouted across the class how to do it.
* One I thought didn't understand actually did but was working it out in his head.
* Chewing gum
* Pupil 3 found any sense to stand up + walk around - teacher didn't acknowledge it - did eventually tell him to sit down - but he got up again.

Until he was done but kept saying "done" and then got up and helped others

giving position
changed his look up at that seemed comfortable. Didn't keep looking at him
Finished his and said this is easy. ↑ then began to mock one student who got it wrong.

Pupils bragged about getting it right.

gave him tasks collect calculator + pupil who got answers right collected glue

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

Dyddiad/Date: 25/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Maths year 9 split lower set
10 pupils

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Teacher was a deputy head so the pupils were a bit better behaved than they would usually be with another teacher. Students are very low in confidence with maths. A boy said he gave up as soon as they started the task. The teacher helped him and then he felt confident enough to help other students, not without ridiculing their inability.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The students were continually bored for AFL as teacher asked a question at the start + put the answers on the board and by asking them the same question at the end and see how their outlook had changed. He walked around the class and checked on their answers as they were going along. He differentiated by allowing pupils to use calculators on the last question if they needed it. He asked them all a question again at the end before they could leave.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	Having the purpose of the learning on the board all the way through the lesson was good as at the end the pupils could see exactly how their knowledge of the subject had changed. Pupils obviously believed that they wouldn't be able to understand the work so the initial barrier was actually get them to try it. Some pupils were clearly more advanced than others but I don't think they got out because of this as the lesson was challenging enough.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	If this was a bigger class, the techniques used may not have been practical as I don't think he would have been able to get around the pupils as often as he did. There were quite a few disruptive pupils that kept walking around the teacher. I dealt with this by giving them a task to do like handing calculators out. I would have thought it would have been good to tell the pupils to sit down.

Y profiad newydd / Transformed experience

but the teacher obviously knew these pupils personally well and this may not have been an effective way of dealing with this.



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:

26/9/19

Lesson details: Science yr 9 Physics, there is an ALN helper in the class. Has a powerpoint / boardworks.

- To finish task '3, 2, 1' many times had to say they couldn't leave on time for lunch although this often made them quite vocal back.

Classroom culture

(Are the students focused on learning?) Class loud and rowdy, 2 already out of class. Teacher adding time to end of lesson because they won't calm down.

- Had to split up 2 students and another student kept asking to move because people's heads are in the way.
- Very chaotic but there was times of silence.
- Some kids put their hands up + some shouted out - even though the teacher continually told 1 pupil to put their hand up.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - learning how to do SPEED GRAPHS - continuing from yesterday's lesson.

- Gets given objectives on a handout.



Direction

(Are the students clear about what they are doing and how to do it well?)

- They do know how to do it but they do not seem to want to participate.
- Teacher was very physical + visual when explaining things. Using cartoon videos and arms.
- Students reading out different parts.
- "What are we supposed to be doing now? But when he explained she went better."

Access and challenge

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

- did one answer along with them then asked them to do the next one themselves.
- did go to ask a question, but the off the graph, but changed his mind and asked an easier one.
- If pupils were ahead of where he was explaining, they can carry on while he explains it to rest of class.
- A lot of pupils said they didn't get it + usually they are the ones messing around when he is explaining.
- Insisted that pupils need resilience and that it's not that they can't do it because of intelligence, it's because they are not watching.

Appendix 7 - 26/09/2019 Physics Field Notes 1

Assessment

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

- Trying to get them to repeat a task from previous
- If pupil gets question wrong, he explains it again but answers it correctly.
- Teacher asked questions all over the class.
 - teacher waited for an answer
- "How would we work it out?" waits 2 seconds then says a pupils name - and more than often they got it right.
- "does that make sense? Is there any one who doesn't think it makes sense?"
- Continuously asked if it made sense.
- Couldn't assess much during the end as he kept them after the bell, they were packing away rather than answering his questions and listening to him.

Specifics / Critical Incidents

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

One girl Pupil A wouldn't come in because the class smelled of chlorine even though deputy head talked to her outside the class. Then she slumped pencil case + book on desk - When she was given the task she did quietly down but then someone else then said I can smell chlorine then she started talking again. The teacher then told her well done for finding the correct page and she started doing work again. Teacher have let her get away with more 'attitude' rather than starting an argument and she does eventually get involved. - She got suspended yesterday because she doesn't like science.

→ This child was then written on the recognition board.

→ Pupil then 15 minutes later started signing (teacher said this may be linked to something previous.)

→ Pupil put head on desk + wasn't listening

→ She carried on doing the work without help and teacher specifically mentioned her name so it seems as though the teacher knew she could do it. Pupil bored?

- Child with ALN helper asking more questions about the context of the questions - why was the car driving so fast in a school area? Teacher did acknowledge the questions.

- One child kept asking questions that were not entirely relevant i.e. How long is a meter - Pupil asked to go to toilet, left then when he walked back in "celebrated" and the whole class was restless, teacher just waited in silence until it was quiet again before he continued. How long is this room - then just started shouting out random answers.

- Students came past + moved into class which caused students to start shouting and then teacher shut the door.
- Teacher is naming students that are doing well - then other students applauded (couldn't tell if it was sarcastically or not)

This pupil was sat at the first clock on her own.

Then asked to go to the toilet.

When she got back she said another teacher worked her and she had to leave early.

Pr started kicking feet.

was clearly trying to attract the teachers attention

When she hadn't getting it she did stop messing about + turned around and watched he asked her more questions + she was always know so right

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Physics year 9 lower set

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Teacher was new to the school and wasn't really using the vocabulary that was suited for his audience, he was using an extensive vocab whereas his audience seemed to have a limited vocab. There were many taking over the class with their personalities and there was not much room for AFL because the pupils kept trying to get the teacher off track.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The pupils were not engaged. The teacher was trying to use a lot of visual techniques with exaggerated body language and cartoon video clips. He also drew the dropna speed time diagram to help them visualise it $\frac{d}{st}$. This did help the pupils that just wanted to continue with the lesson with minimal engagement from the teacher as he was visiting the other tables a lot. There was a support staff member with one of the pupils who was also helping the other students on her table as well.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The teacher clearly knew what praising techniques would get the two most disruptive students in the class to actually get them to sit and do some work. They put them on the recognition board which helped them realise they would get rewarded for actually answering a question. I think the teacher was right to choose his battle though as it he had spent more time with the students he wouldn't have been able to teach anything.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	I definitely think that one issue could have been solved easily. When he took away 5 minutes of their lunch break, the students were unhappy with this and started causing more trouble. I think this could have been resolved by giving the children the option to have earned that 5 minutes back if they were good. Sometimes with this technique you can get other students intervening.

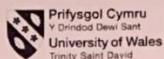
Y profiad newydd / Transformed experience
when a student played up as because it caused everyone to stay later and the peer pressure may manage this.

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OBSERVATION / FIELD NOTES		
(Questions adapted from Fletcher Wood (2016))		
Date: 2/10/19		
Lesson details: Science yr 9 Biology Chemistry Topic 'The Earth' Rocks Types.		
incl the heading + page numbers	Classroom culture (Are the students focused on learning?) All sitting on grouped tables. The class is very loud and the teacher has let it continue. Class had already started before I got here. Allowed to talk whilst doing task. Some were standing up - class got a bit rowdy so she stopped what they were doing and reminded them of her expectations.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Use a text book to create a mindmap - using the information you find in the book. Learning how to get used to note making		
end of lesson where to put books + equipment + pen put stools on the desk.	Direction (Are the students clear about what they are doing and how to do it well?) There's mindmap heading on the board that the teacher fills up as she's going along. There is not much direction going on, I think pupils are clear of the task but are choosing not to do it.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) They can find the information at their own pace. Autonomy - they decide what information is important.		
Assessment They are not being assessed on this it is mainly making lesson? How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? notes so they have the information in their books ready for a topic at the end		
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? One kid started making a noise with his pen. Name was called and she shook her head at him. Then the boy next to him started doing it louder. - this kid talked a lot to other pupils across the class. - Then walked around to the tables, then asked the teacher why were there people in the class.		
• Teacher had to ~~say~~ shush and count down to 1. • One pupil is on the recognition board, teacher used her work as an example. • Teacher told another table "if this continues, I will be keeping you in at break time."		

Appendix 10 - 02/10/2019 Chemistry Field Notes 1

Critical Incident Continued

- Pupil shouted in Rumanian Accent
- Pupil sang Busted Song
- Pupil kept opening and shutting the cupboard.
- teacher said quietly that's enough - then went to help them carry on by telling them what to do next.
 - He then star
- Pupil laying on desk to open window.
 - ↳ then sit down and does work for about 3 seconds before he gets distracted again.
- When teacher said if they don't finish they will have to come back at lunch - most of them went quieter and actually started doing work + asking questions.
 - ↳ Student on table + then throwing a pen
 - ↳ Instead of shouting at him, she explained to him why rocks were so important.
- x At the end she started shouting at kids to sit down.
- x Things were constantly being thrown around the class
- x Pupils tried to leave before class was over - teacher was outside of class and told them to get back in.
- x bad language.
- Pupil that had finished just had to make sure things were underlined.
- Donaldson mixing geography and science.



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

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Chemistry Yr 9 lower set

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	This was a difficult class to control as it was last lesson of the day and the pupils were not in the mood to do any work. One issue with the layout is that because the stools are high, pupils often slide off and walk around as it was less visible that they are standing as they are all the same height.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The teacher was trying to give a lot of scaffolding for the pupils as they were not buying - she put all the headings for the mind maps for them to look for in the text book but they still didn't do any work. This was the downside to giving pupils autonomy as ~~because~~ although it was very similar to the lesson I observed earlier on in the day, no one was bothering to try this time. No support staff.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The lesson seemed like a fun and relaxed lesson quite a nice lesson the finish the day off with. ~~But~~ The work was going in the book ready for a future revision session. If give the students freedom to look for what information they thought would be important and they could choose what to put in.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	There needed to be more of an incentive to get the work done. She didn't inform them until the end of the importance of the information and I think this should have been explicit. There were so many seriously disruptive children in the class that the amount of swinging on chairs and throwing items was almost dangerous to themselves and other ground them. Maybe another member of staff to come for help as the class clearly wasn't responding to her.
Y profiad newydd / Transformed experience	



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19
Lesson details: star fes tash Wleoh Yr 9 ~~middle m~~
Classroom culture (Are the students focused on learning?) Quiet but slight talking - no seating plan really as teacher needs language to be confident to speak. Chs quite spread out but in groups.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) To write a full sentence then to copy down what is on the board
Direction (Are the students clear about what they are doing and how to do it well?) Dwechion in Welsh - "are you listening or I will be picking you next"
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Ask them to make a sentence up but gives an example and has an example on the board.



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Assessment

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

- After first task they assess themselves.
- Ask for the answer and then ask the class if they agree.
- Instead of telling them no, directing them to the correct answer.

Specifics / Critical Incidents

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

- Pen lid in mouth
- Kid flailing his hands in the air trying to make his friends laugh
- When ~~class~~ teacher moves to one side of class, otherside start making about + making noise.
- Sharpen pencil teacher sharpens it for them with good sharpener

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