

Appendices

Record 1

Date and time, year group: Monday 26th September, 9:30am, Year 2
Where and When: Context of the observation – subject/AOLE, general classroom context Maths lesson, first thing after registration - all children sat on the carpet, teacher stood at the front going through a PowerPoint on the interactive whiteboard. Children all have a mini whiteboard and a pen, writing down their answers as they go, working independently, with some support from teacher and TA when they hold up their answers. Teacher is asking questions throughout, and children are shouting out their comments.
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) The number 74 is on the screen, in a part-whole model. The teacher is explaining how we can partition the number into tens and ones. Teacher: How many tens do we have? R: 70! Teacher: Not 70 tens! R: Oh no 70, that's 7 tens. Later on, the children were doing some partitioning questions in their math books - a small group sat at a table around the teacher. I saw multiple children, including R, making this exact mistake in their maths books, where they wrote the number of tens rather than the value that number was representing in the big number i.e. 8 instead of 80. I even saw R saying 80 but writing 8, so it was clear he knew what he meant but wasn't aware that the number needed to be written out in full. The teacher went through their books and highlighted this number in green (for growth) and questioned R about his answer. Teacher: 5 tens are ... get your polishing pen out please. R: 50 Teacher: Okay so what have you missed? (the zero, to make this 5 a 50)
Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider? The importance of live marking - identifying these mistakes, making the children aware of them, and allow the children a chance to correct them in the moment, otherwise the child might do the whole sheet with this slight misconception and have to correct it all, and even worse, go away thinking that they were doing it all correctly. This is an aspect of AfL. The idea of misconceptions - maybe this could have been addressed straight away during the lesson input to prevent any other children making the same mistake in their work and preventing the teacher from going around reminding multiple children about how we write the numbers out. Questioning - ensuring that the children know what you are asking for and making it extremely clear - how many units, how many tens, the value of each number, the number as a whole etc.
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) When the children were applying the maths they had learned to some work in their books, it was in a 20.20.20 scenario, so there is a small group of children working with the teacher, another group working with the TA, and a third group working independently, who at that time were doing some role-play nearby. This could have been distracting for the children trying to concentrate on their maths work. The teacher had to remind this independent group to keep their volume down multiple times. There is also the possibility that with so many children on the carpet at once, all holding up whiteboards with many numbers on at the same time, the teacher was not able to identify who had and hadn't grasped the concept and was then not able to spot these small misconceptions until the children started working independently in their maths books.

Record 2

Date and time, year group: Monday 26th September, 2:45pm, Year 2
Where and When: Context of the observation – subject/AOLE, general classroom context 'Future Learning' lesson, addressing the 'ethically informed citizens' purpose. The children had some input from the teacher about designing a new hospital for the local area, and all of the different people who would be involved - from builders to surgeons. They then went off to do their 20.20.20 tasks - drawing their own hospital independently, labeling it with the people involved supported by the TA, and then ordering these people from first on site to last with the help of the teacher.
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) I sat with a group of children doing the 'draw your own hospital' task. M had just got back from her time in the nurture provision. She had only written a couple of words in the other 20.20.20 section. I described to her that the task was to draw your own hospital and after a few minutes, and a few prompts from myself, she had drawn a window. Me: Okay M, now that you've drawn a window, can you draw a door? M: I can't do that Me: Look at this picture of a hospital, see how the door is just two rectangles? M: I can't draw that She sits there daydreaming for a few minutes and still there is only a window drawn then I return. I drew my own example of a door for her, gave her lots of praise and encouragement for trying and then after a while she had drawn a few more components and was happy to colour them in. Me: Could you draw me one more thing now? M: Yes! It's another window She added more parts to her picture without the need for any prompting.
Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider? The importance of developing a growth mindset in the children, self-esteem and confidence in their own ability, willing to give things a go - otherwise some children can waste a whole lesson not giving the task a try, especially if it is set up as an independent task. Making sure that children who come in and out of lessons for different sessions/provisions etc. are in class for the input or at least provided with some guidance as to what to do when they return to the classroom - they can feel like they don't know what they're doing when they return and everyone else is busy getting on with the task.
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) This child had just come back into the class following time in the nurture provision - she may have been feeling emotional, excluded etc. or even just not really understood the task or why she was doing it. It was late in the afternoon so she might have been tired and lacking concentration. The other people on the table had already had a good go at the task and were getting ready to move onto something else so she might have just wanted to move on and do that rather than concentrating on the task before her. The fire alarm had gone off just after lunch so the whole school was evacuated onto the school field, this provided some interruption to the afternoon of lessons.

Record 3

Date and time, year group: Tuesday 27th September, 10:45am, Year 2
Where and When: Context of the observation – subject/AOLE, general classroom context Future learning lesson – the children were tasked with finishing the work they started before break where they had to put the different jobs in order from 1st to 20th. The children had written down some of them but needed to complete the rest. They were spread across different tables to complete this and the teacher was working with a few individuals at the front who needed more support.
What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work) The teacher had stuck the pictures of the professions with their labels on the board in order. The children were expected to go up to the board, see which one came next and then write it in their books. Two children were going up to the board every few seconds to see how each word for the profession was spelt. Teacher: Girls, find the next word and sound it out. The girls sat down and discussed. They couldn't read the words or work out what the profession was from the picture so they didn't know how to sound it out. They sat at their table not doing anything for a while and then started to creep up to the board to find each of the spellings without the teacher seeing. B: I'll go and peek at the next letters. F: Have you done the 1 and the 9 yet? (The 19th profession) B: I'll go peek again B: (sits down) G.A.R T: Miss! The girls are cheating!
Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider? These girls didn't understand the words they were writing down, they just thought that by copying down the spellings correctly they were completing the task. You can even see that they didn't understand the numbers either by saying '1 and 9' rather than 19th. Clarity of instructions from the teacher – how important it is to stress the purpose of the task and what is required from the pupils, what success looks like. The need for thorough phonics development from a young age so that children can sound out new words and have a go at saying and spelling them, especially if they are twinned with a picture. Phonics applied to other tasks, rather than just stand-alone phonics lessons. Scaffolding – it needs to support the children in completing the task, but not just provide the answers straight away for the children to copy into their books – the teacher may look at this work and think the child has completely understood everything they have written when they might have not.
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) This was a catch-up session after break where the children were required to complete the work they did not finish before break. Other children had already finished and were playing games on the iPads, which may have caused a distraction and motivated the children to get the work done as quickly as possible. The teacher had told the children that the key vocab was written on the whiteboard in order but did not explicitly explain in what way this information should be used i.e. to show the order of the professions, not to copy the spellings letter by letter with no knowledge of what they say.