

Appendices

Appendices 1:

Date and time, year group:

Year 4, 9am, July.

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

- CI took place within a year 4 classroom in July.
- The class was set out by ability grouping.
- There were five tables in the class.
- A TA was present.
- Male teacher.
- AoLE: Language, Literature and Communication.

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

During this observation, it became clear that one child was severely disengaged, sat at the back of the class, the table is not in the immediate eyeline of the teacher, the children on the table, became less engaged as the lesson progressed. However, once the lesson started to pick up and the task was discussed, most of the table started to engage. The child in question, continues to play with their hair, takes no interest in the task and constantly yawns. However, when the teacher uses music to gain the attention of the class, the child fully engages.

Child's body language is closed off. They are using their hair as toy, using it to continuously adjust their posture, move around and fidget.

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

What avenues of research could you consider?

- Bronfenbrenner's ecological system
- Ivan Pavlov classical condition: would a behaviourist approach work.
- Vygotsky- More knowledgeable other
- John Holt- School affects children emotionally
- How the time of day affects educational interaction

- Maslows heirarchy of needs
- Does music affect the way a child learns?
- Academic boredom

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)

- 20+ children within the classroom
- Children continuously asking questions and raising hands
- Teacher moves around a lot
- Once task starts, children become excited, loud and move around more.
- Throughout the lesson, staff, visitors and other students walk past the open door
- Children playing with hair, pens and other objects.
- Lesson intentions are made obvious, children are given the option to summerise the LI's to quickly to start their task faster.
- The lesson is on inferences
- Task objects e.g. shoes, provide a conversation starter for the children. For example, the children start talking about their shoe sizes, and seeing who has the same size feet.
- The shoes proved to distract the children from the actual task at hand
- The shoes were used as 'different' objects, for example, one child put the welly boots on their arms.
- Attention grabbers, in this class they did the 'silent macarena', ensuring the teacher got the childrens attention, as well as the children knowing the teacher wanted their attention.
- Children used senses: Touch and smell. To investigate shoes.
- The walls have information on the different AoLEs, while not being so busy that the children become distracted.
- Lesson is at 9am in the morning.
- Task is to come up with as many inferences as possible in 10 minutes
- One child with an assistive piece of teachnology, gets up to ask for support with the device.
- One table is for children with English as a second language, the teacher sits and supports them during the task.
- Child with assistive technology wants to look at the shoe, child next to him does not want

to give it up so another child takes matters into their own hands and takes the shoe to the child so that they can see it up close.

- There is a C3B4Me policy within the class.
- Children are told to discuss their inferences with peers.
- Teacher playing the guitar to gain the attention of the children, the children enjoy this and become more engaged in the lesson.
- Incidental welsh is used throughout the lesson.

Appendices 2:

Date and time, year group:

Reception/year 1. All day. October.

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

- CI took place within a Reception/year 1 class in October
- The classroom had 6 enhanced provision areas
- A TA was present.
- Male supply
- 30 children.

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

During this observation, one child in particular stood out to me, they speak little English but can reply with short yes and no, as well as yma and cinio, the child is also able to repeat phrases, for example “Class class class, yes yes yes” which is the attention grabber that was used in the class. It became clear that the child was given different rules, tasks and expectations. What was unknown however, was if this is due to the language barrier between them and the staff. Throughout the day, the child was also aggravated and intimidated by two other pupils within the class, making them upset and overstimulated.

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

What avenues of research could you consider?

- Scaffolding
- Vygotsky
- Picture exchange communication system

- Speech and language therapy

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)

- 30 children within the classroom
- Children continuously asking questions and raising hands
- Teacher moves around a lot
- Once task starts, children become excited, loud and move around more.
- Children playing with hair while sitting on carpet
- Attention grabbers, "Class class class, yes yes yes"
- Children used senses: Touch, smell and hearing.
- Incidental welsh is used throughout the lesson.
- Children screaming
- Children fighting
- Lack of control
- Two focus groups
- Six enhanced provision areas
- Fidget toys accessible to children