

Appendices

Appendix A

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group: 26/09/22 9:15 Year 3/4
Where and When: Context of the observation – subject/AOLE, general classroom context Maths lesson looking at sequences. Children were on group tables based on ability.
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) Teaching assistant was checking of the lower ability group were doing, she noticed what one student was doing and instantly started speaking to him firmly “What are you doing? We are putting them in order, look at me”. to which the child sat frozen and visibly upset. She continued speaking to the pupil “Don’t copy them down, write them down in order”. Straight after she looked at the second TA working at that table and loudly said “they need a lot of instructions in this group”.
Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider? - The following day I have gone around the class as children were working on the task and have went to the boy that the TA has spoken to yesterday in the maths lesson, when I saw his book he has not started the task while others were well ahead, when I asked him if he knew what he was doing he was unsure; I have noticed the same situation on multiple occasions- areas of reaserarch to consider here are; importance of implementing AfL startegies and classroom management stretagie such as seating arrangements- the child is sitting right at the back of the class, would it benefit him to move closer to the board and teacher? - Approaches to health and well-being, as another area to consider in research,

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)

- Child was in the lower ability maths group sitting at a back table- back of the class,
- TA seemed somewhat hostile/ confrontational towards the student,
- Chatty class,

Appendix B

OBSERVATION / FIELD NOTES

Record 2

Date and time, year group: 26/09/22 Afternoon, Year 3/4

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

Classroom consists of both year 3s and year 4s, all the year 3s have left the class for a talk with a local artist. The remaining 13 students who were all year 4 students have stayed to do tests. After 30 mins the rest of the class came back and they were doing tasks with teacher and TA on one side of the room, the year 4 pupils carried on with the tests on the other side of the room.

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

Students could somewhat choose where they wanted to sit. The first test they did required sound as instructions were being read aloud, unfortunately as no headphones were available all 13 laptops had their sound on with instructions being read aloud. Some pupils have been talking to their friends who they chose to sit by, some students were swinging on chairs and some just seemed overall distracted.

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

- Difficult to concentrate in the environment they were working in- consider

classroom management, and importance of classroom environment. - Important resources for the situation were not available; headphones- consider importance of effective planning, -
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) - After lunch, - Loud environment, - Chatter as well as sound coming from 13 different laptops which was very distracting for me as the observer let alone pupils who have to do the tests.

Appendix C

OBSERVATION / FIELD NOTES

Record 3

Date and time, year group: 27/09/22, Year 3/4
Where and When: Context of the observation – subject/AOLE, general classroom context Incident happened 2nd lesson of the day, during maths. Low chatter in the class as students worked, teacher was working with children who would put their hand up.
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) Students were set with an individual sheet task. Student a couple times tried to get the attention of the teacher putting her hand up whilst the teacher was with another pupil, after some time I could see the pupil talking to a couple of her friends on the table. The girls were helping the pupil fill out her sheet as they were working on theirs. When I asked if she finished the activity she confirmed and said the two girls on the table helped. When investigating the incident further, I found out that the pupil did not understand the task and as she did not understand the instructions given by the teacher.

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

- Unclear instruction could be an area to consider. Even though instructions were repeated to the children, were they clear and were the students, particularly the student in the critical incident listening and paying attention?
- An area to consider could look at seating arrangements- is it that in the incident the student was sat with friends and that was the factor to her understanding the instructions as the student was sat close to the board and teacher therefore location was not an issue.
- Another area of research to consider could be the importance of providing opportunities of reflection or implementing questioning during teaching to ensure students are on task and that they understand 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)

- Sat on a table with friends,
- Busy environment of working children, however, not disruptive.
- Child was sat close to the board and had clear sight of teacher.