

**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.**

An incident is simply a discrete or obvious incident until it becomes evaluated. Once an incident has been evaluated, the positive and negative factors surrounding said incident should be examined along with the impact of those factors. Critical incidents' play an important role with regards to the context of reflective practice in teaching. If incidents are not evaluated and looked at from all angles, we will not learn how to implement effective teaching strategies into our practice (Pollard, 2019:75-101). As a teacher, one must be able to identify which critical incidents are positive and which critical incidents are negative, then know how to move forward from such critical incidents.

This assignment will discuss four critical incidents that have been extracted from official classroom observations. Figure 7, a positive critical incident, will be the prime focus. The specific observation models utilised will be evaluated and justified. The four purposes of Successful Futures will be discussed and linked, where relevant, to figure 7 and other surrounding critical incidents. A literature review embodying the chosen critical incident will present areas that have been researched, these areas of research will also correlate or contrast with figures, 3,5 and 9. Naturally the assignment will progress onto an evaluation and reflection, suggestions for next steps will be identified, along with an account of both personal and professional areas of progression this assignment has provided. A summary of the approaches taken towards the chosen critical incident will present itself, along with an appendix providing evidence of all critical incidents as well as models and frameworks which have been referred to throughout this assignment.

The critical incidents discussed throughout this essay are all based in one mainstream high school that is located in the Cardiff area of Wales. The mainstream high school currently has around 1,700 pupils on role, the majority of pupils have English as an Additional Language (██████████ 2019:1). All critical incidents discussed have stemmed from official observations of classes at both key stage 3 and key stage 4. The majority of these classes were mixed ability and all of the classes were mixed gender. Specifically, the field notes and Assisted Reflective Conclusions Model (see figures 1 – 9), will show a year 8 math class, year 9 math class, year 9 PE class, year 9 RE class and year 11 GCSE business class. Some of these classes had either or both a More Able and Talented student and student with an Additional Learning Need.

The focused critical incident throughout this essay is surrounding a year 9 PE class where one More Able and Talented pupil and one pupil with an Additional Learning Need had been placed in the same work group together intentionally by their teacher. The prime focus throughout the observation day was the More Able and Talented pupil in particular, who will be referred to as 'pupil X' throughout this assignment in order to keep anonymity of the pupil. The pupil with an Additional Learning Need will be referred to as 'pupil Y' to keep anonymity also. Pupils were unaware what the prime focus of this observation was, which enabled all observing to be carried out with no change in behaviour from pupil 'X' and 'Y'.

A critical incident can be either positive or negative. Tripp makes this clear by using the example of inexperienced teachers and their approach to classroom management compared to experienced teachers and their approach to classroom management. Tripp examining this is concocting a potential critical incident with regards to classroom management. Tripp will evaluate just how different or similar, both inexperienced and experienced teachers' approaches to classroom management could be. The impact of both teacher's strategies should be considered here. (Tripp, 1993, p3:6). In order to notice and later identify an incident as critical, one must observe to begin with. Observation models used for the official classroom observations are discussed below.

During the observation in which figure 7 occurred two methods of observation were being carried out: 1) non-participant observation and 2) systematic observation. Methods of observation are highly useful research tools, especially in an educational setting as they can be "*context sensitive and ecologically valid*", there is information and data that can only be collected once classroom observation has been carried out (Coleman and Briggs, 2002:176; Denscombe 1998:156).

Non-participant observation includes primarily gathering information from simply observing the subjects without participating in the lesson that is being observed. One prime benefit to this method of observation is: the quality of data collected, considering that the focus is constantly on the observation at hand. This will prove that data collected will be richly detailed and reliable (Haynes and Hayes O'Brien, 2000:241). For figure 7 the critical incident of how pupil 'X' and 'Y' interacted with one another would not necessarily have been noticed had participant observation not been implemented. This proves that non-participant

observation enables the observer to notice discreet moments in a lesson that might be critical. Many potential critical incidents could have been overlooked, had participant observation been implemented. It is understood that non-participant observation could present opportunity for missed information or misinterpretation of events, if other responsibilities presented themselves. This could create distraction from the focal point of the observation (Cargan, 2007:154). Taking what Cargan says into account, for figure 7 it was thought to be vital that this model of observation was carried out, as all behaviours and potential critical incidents could be noticed due to the imperative and prioritised non-participant observation model.

Systematic observation involves specification of specific actions and behaviours that are to be investigated and observed in order to form conclusions on these specific actions and behaviours (American Psychological Association, 2018:1; Ary, Cheser Jacobs and Sorensen, 2009:219). This observation model proved to be not only beneficial but also vital when assessing the behaviours of pupil 'X' and 'Y' as it helped gather "*contextually rich data*" (McKenzie and Van Der Mars, 2015), with regards to the activities pupils were taking part in and their attitudes towards this. For example; assumptions that a More Able and Talented and Additional Learning Need student would not work well together was assessed and dismissed, but also deemed case specific. Pupil 'X' and 'Y' worked noticeably well together however, grouping a More Able and Talented student and an Additional Learning Need student will not necessarily always be a success. The most prominent disadvantage of systematic observation is that it can be time costly due to the amount of time spent observing (Ary, Cheser Jacobs and Sorensen, 2009:219). In this specific case time was not a disadvantage to the overall observation and consequently was the right form of observation for this PE lesson. Having an agenda for what to observe prior to carrying out a lesson observation worked particularly well in a physical activity lesson setting because pupils are moving around a lot, there is visually a lot to focus on. Therefore, the information intended to be gathered by the end of the lesson did not go amiss and remained the focal point for this specific observation.

Figure 3 was not obvious and could have been either negative or positive, in this specific lesson with these specific pupils, the incident was positive. The teacher had split the class into three groups and intentionally placed pupil 'X' a More Able and Talented pupil in the same group as pupil 'Y' a pupil with an Additional Learning Need (it is important to note that the Additional Learning Need of pupil 'Y' was not disclosed). It was decided that this incident

would be focused upon and critically analysed because the theory behind extreme mixed ability grouping is very case specific and could work immensely but could also fail, depending on numerous factors such as: the specific ALN of the pupil, do the pupils know one another well enough to help each other, is the MAT pupil MAT in PE or not, the list could go on.

Figure 10 features a detailed outline of the four purposes that Professor Donaldson believes should be implemented into pupils' lives today, it is of his belief also that school education should enable students to build upon these four purposes and end their school careers inhabiting, *"being ready to learn throughout their lives"*, *"ready to play a full part in life and work"*, *"ready to lead fulfilling lives as valued members of society"* and *"ready to be citizens of Wales and the world"* (Donaldson, 2015:33).

The focus of the lesson in which figure 7 occurred was to develop students' transferrable and leadership skills, through the medium of physical tasks. This enabled pupils to inhabit and build upon characteristics of *"healthy confident individuals"* (Donaldson, 2015:33). The task was for each student to take a turn to be the leader of their group, the leader would decide upon a physical task that everybody in the group had to take part in. For example; one group leader had their group in a square, kicking a football to their peer next to them and then running around the group, each group member would repeat this action. This task enabled students to think and act like *"enterprising creative contributors"* (Donaldson, 2015:33) as they were encouraged to take risks in their decision making and reflect upon how they could be effective leaders. The teacher would use direct questioning to provoke thought from pupils of what they felt went well and what they might do differently next time.

As outlined above the 2 purposes of Successful Futures that correlate hugely with figure 7 are *"healthy confident individuals"* and *"enterprising creative contributors"* (Donaldson, 2015:33). Each pupil was challenged with the role of being the leader, this enabled pupil 'X' and 'Y' to develop effective leadership and people skills. Pupil 'X' and 'Y' hopefully learnt the importance of helping others to benefit from their own energy that they gave off throughout the group task, along with the many challenges being a leader can present. Pupil 'X' and 'Y' demonstrated characteristics of both purposes talked about as the lesson progressed. *"Healthy confident individuals"* (Donaldson, 2015:33) are being moulded as pupil 'Y' was noticeably more confident in this lesson than in any other lesson throughout the day. Pupil

'X' might have also learnt to be more empathetic as not all pupils will grasp concepts at the same pace. As this was group work pupil 'X' and 'Y' had the opportunity to work positively together and harbour a mutual trust and respect for one another, which they did successfully.

Throughout analysing figure 7, certain areas to research have been brought to light that could enable a more in depth understanding of figure 7. One area of interest was that pupil 'X', a More Able and Talented pupil was also a disruptive pupil, this presented many questions of why and how a More Able and Talented pupil can be a main disruptor in the classroom setting. Secondary research into disruptive behaviour in the classroom and how teachers carry out behaviour management for disruptive pupils in the classroom was then undertaken. It was noticed that in every lesson pupil 'X' was in, all teachers had sat pupil 'X' at the front of the classroom. Was this a behaviour management technique specific to pupil 'X' or was this a universally used behaviour management technique, that if disruptive pupils are sat at the front of the classroom, they will no longer be as disruptive as if they were sat at the back of the classroom. Whilst researching into disruptive behaviour in the classroom Bronfenbrenner's Ecological Systems Theory (please see figure 12) has presented itself to be of high importance, as it demonstrates that there are countless factors that can influence a young person's behaviour and attitude towards learning (Bronfenbrenner, 1979:3-7), Bronfenbrenner's theory will be concluded later on.

In their book *Effective Classroom Management, A Teacher's guide*, Smith and Laslett compare effective classroom management to a game of chess. An experienced teacher should know which moves will be successful and which moves could cause 'checkmate'. Smith and Laslett make it clear that teachers and students should not be considered opponents (Smith and Laslett, 2002:8-9). This comparison provoked the thought that had these experienced teachers ensured that pupil 'X' will still feel comfortable sat at the front of the class, whilst also implementing effective behaviour management techniques. Pupil 'X' displayed a comfort at the front of the classroom, this demonstrated that pupil 'X' did not feel as though the teachers were opponents working against pupil 'X'. Figure 3 aligns with this theory also as the teacher implemented differentiation in the tasks that pupils were set, this was viewed as a possible behaviour management strategy. This strategy enabled pupils who excelled in the subject to keep busy and not become disruptive as a result of completing tasks early and becoming bored (National Council for Curriculum and Assessment, 2007:52-53). The teacher might have however, caused the feeling of anxiety for some pupils as the

booklet might have overwhelmed them and this could have created disruptions or withdrawals from unexpected pupils in the classroom, presenting another area to conquer with regards to behaviour management.

Bloom's revised taxonomy (please see figure 11) could prove to be a successful framework when attempting to differentiate tasks for pupils as it will outline educational objectives pupils should be able to achieve. Highlighting to an experienced teacher which pupil is at what stage on Bloom's Taxonomy (Moseley, 2005:41; Paideia, 2018:1; National Council for Curriculum and Assessment, 2007:56). Bloom's Taxonomy would prove to be a helpful strategy to use for the lessons in which figure 7 and 9 occurred. The teacher could have known where on Bloom's scale pupil 'X' and 'Y' were, this difference might have persuaded the teacher to place both pupils in a group together. It cannot be assumed what the teacher's main motivation for doing this was however it definitely could have impacted pupil behaviour and possibly pupil progress, both either in a positive or negative manner. The teacher who used lollipop sticks as a questioning method in figure 9 might have had an agenda with regards to Bloom's Taxonomy specific to each student. For example; the experienced teacher will have known what section of Bloom's Taxonomy would be the right level of challenge for each pupil when asking them questions, such as, a question that would require an answer with analysis. Presenting this challenge to students could act as a solution for controlling bad behaviour in the classroom.

M, A. Education describes the four main reasons for disruptive behaviour in the classroom, two of those reasons relate back to the challenging behaviour presented in figures 3,5 and 7. These two factors are that pupils might simply be bored, or they could be stuck on the work they have been given (M, A. Education, 2013:1). Figure 5 was that pupils talked amongst themselves and did not appear to complete the set task when the teacher was not observing them. The reason for this disruptive behaviour could very well have been because the pupils were bored or stuck on their work but did not wish to ask for help. Figures 3 and 7 parallel to figure 5, the pupils might have felt the same. One contrasting factor to consider is that reasoning for disruptive behaviour should not be limited to specific factors, as also outlined by Bronfenbrenner (figure 12) earlier on. The importance of this presented itself in figure 3 as pupil 'X' and 'Y' might not have worked together for reasons other than being bored or stuck on the set task. These many factors bring us onto another area for research that is, the strengths and weaknesses of More Able and Talented pupils and pupils with Additional Learning Needs working together (the strengths and weaknesses of mixed ability groupings).

One prime strength of mixed ability groupings' including More Able and Talented pupils and pupils with an Additional Learning Need would be that it enforces Donaldson's four purposes of Successful Futures (Welsh Government, 2015:4) (please see figure 10). Mixed ability groupings will enable pupils to learn from and help one another not only about the subject at hand but also everyday knowledge and facts, as many pupils will come from mixed socio-economic backgrounds and cultures. In figure 7, one pupil in this class might have an excellent sports background and be grouped with one pupil who has a negative "*fixed mindset*" (Dwek, 2017) about sport. This presents opportunity to learn from one another and change "*fixed mindsets*" into "*growth mindsets*" (Dwek, 2017) across all subject settings. Mixed ability grouping presents opportunity for pupils to inhabit the four purposes of Successful Futures.

In contrast to this, mixed ability groupings might not enable all pupils to excel, for example; in figure 7, the More Able and Talented pupil might have felt that no new knowledge was taken away from that lesson as more time could have been spent helping the pupil with an Additional Learning Need, this issue has prominent links to the first area of research also as, the More Able and Talented pupil could become disruptive if he or she becomes bored and frustrated. The pupil with an Additional Learning Need might have felt out of depth being grouped with a More Able and Talented pupil and as a result suffered low self-esteem and possible signs of withdrawal. The pupil with an Additional Learning Need could also become disruptive as a result, creating a differentiation issue for the teacher as it becomes difficult to cater to each pupil's ability if they cannot work effectively together but also for themselves. There are also many demographical differences that the teacher will need to take into consideration (Ireson and Hallam, 2001:1-2). Contrary to this, mixed ability grouping can boost students' motivation to achieve their true potential as, studies show that many teachers of low ability classes will have lower expectations of their pupils, thus these pupils do not excel. Many teachers of high ability classes will have higher expectations of their class and these pupils will excel (Johnston and Markle, 1983:28-29).

Mixed ability groupings are popular across forms of higher education and key stage 5 as subjects become more specialised. The school in which I have observed had 91% of their pupils achieve an A* - C grade for at least 2 A Level subjects and 100% of pupils achieve A* - E grade for at least 2 A Level subjects (██████████, 2018:1). These statistics

prove that young people can succeed in mixed ability groupings. A Level content requires a great depth of subject knowledge and in enabling pupils of all abilities to study together could help some achieve higher grades and more importantly show more progress than if they were grouped by ability. This ethos was demonstrated whilst observing figure 9, which consisted of a year 11, mixed ability GCSE business class (despite this class being key stage 4, it had the same format of a key stage 5 class). The classroom had a safe culture and pupils were actively engaged in helping one another throughout the lesson. This also made the teacher's job easier as not every pupil required the teacher's individual attention, it allowed the pace of the lesson to continue. Estyn also strive to support the curriculum reform in Wales and "*encourage creativity and innovation*" (Estyn, 2017:1). It could be argued that mixed ability groupings do not contribute towards achieving what the Donaldson report outlines, however it is evident throughout researching this issue that mixed ability grouping encourages and enforces the culture that Donaldson and Estyn are striving to achieve.

In contrast, grouping by ability can be seen to be effective in secondary school, Robert, E. Slavin argues that grouping by ability can maintain and encourage interest for More Able and Talented pupils as they will not get bored by a slow paced lesson because the teacher is helping a pupil with a possible Additional Learning Need. Pupils might also feel safer in a class whereby they know their peers are of the same ability (Slavin, 1990:473). This strategy will also have a positive effect on disruptive behaviour from the More Able and Talented pupils although, it could cause the More Able and Talented pupils to become even more disruptive and conduct a 'can't be bothered' attitude to learning because the teacher might end up spending more time dealing with disruptive pupils than delivering the lesson. This same issue happened in figure 5, whereby pupils did not complete the set task, instead they talked amongst themselves. It is evident that the above argument could be made for pupils of either higher or lower ability grouped classes.

I had chosen to focus specifically on a More Able and Talented pupil being grouped with a pupil who had an Additional Learning Need. I found that my interest laid with all factors that could affect the success of this controversial strategy. My initial thoughts are still present in that extreme mixed ability groupings could work in one classroom setting but the same cannot be said for the next. I have understood the conflicts that mixed ability grouping can harbour and also explored the benefits to ability-based grouping, my conclusion will become apparent. The success of mixing More Able and Talented pupils and pupils with Additional Learning Need falls solely on the teacher's knowledge of the pupils themselves and is highly

case specific. This strategy of mixed ability grouping for certain subjects being enforced alongside striving towards the four purposes talked about in Successful Futures arguably, could be the pinnacle point for education today.

The main criticism that research into figure 7 and also figures 3, 5 and 9 has shown is the issue with behaviour management in mixed ability groupings. The issue for figure 7 appears to be the unpredictability of More Able and Talented pupils if they are not given enough work, however it could simply be in their nature to be disruptive or could be a result of their nurture, which opens a whole other realm of research. Pupils with Additional Learning Needs can also be difficult to manage depending on their nature and nurture as well, but also their specific Additional Learning Need. Bronfenbrenner's Ecological Systems Theory (figure 12) could be analysed when managing all pupils in mixed ability or ability grouping, this would enable myself to understand pupil behaviour in depth as the theory explores all influences that are apparent to the pupil, as well as how these influences can impact their behaviour and attitude towards learning. Bloom's Taxonomy (figure 11) also presented itself as a sound solution to managing behaviour in the classroom and could help teachers' successfully implement differentiation strategies in their teaching and tasks.

Suggestions for next steps are difficult to pinpoint as the teacher in figure 7 strategized successfully in this instance. One suggested next step in terms of research would be to acknowledge that extreme mixed ability grouping might not always be suitable, neither might grouping by ability. My research findings have concluded that both mixed ability grouping and grouping by ability each have positive and negative attributes. I feel that I have developed my own opinion on how to implement mixed ability grouping successfully in the classroom going forward, through critically analysing and researching in depth around extreme mixed ability grouping. I strongly believe that my understanding of pupils' ability to learn from each other has increased and this newfound understanding has taught me not to underestimate the effectiveness of frameworks when teaching mixed ability groups in the future, such as: Bronfenbrenner's Ecological Systems Theory and Bloom's Taxonomy.

Throughout all official observations an Assisted Reflective Conclusions Model (ARC) (please see figures 1, 3, 4, 6 and 8) was conducted for each lesson in which a critical incident presented itself. The reason for following this model was to analyse each critical incident and provoke thinking around the critical incident, this resulted in both personal and professional

progression as I was able to reflect upon what I myself would do to respond to the critical incidents included in my appendix. I also progressed with my analytical skills and the importance of great attention to detail, in a classroom setting. I felt the use of reflection models was vital to explore a critical incident in the classroom and enabled me to highlight areas for research surrounding each critical incident. ARC sheets will also be useful in the reflection process of my own teaching practice in the future.

As the reflective practitioner, the approach that I have chosen has been undertaking primary research through conducting official observations at a Cardiff based high school in order to identify potential critical incidents in the classroom. All thoughts and feelings about these observations were recorded in my own personal field notes (please see figures 2, 4, 6 and 8). An ARC sheet for each lesson in which a potential critical incident presented itself was then produced (please see figures 3, 5, 7 and 9). My approach was then to identify areas of research for my chosen critical incident, in order to successfully analyse and research around my critical incident. I found it paramount to undertake wider reading of academic literature when carrying out my secondary research. Once all of the above was carried out I deemed it vital to reflect upon my findings. I strongly believe that reflection is a vital factor for personal and professional improvement both in the teaching profession and our personal lives.

The Professional Standards for Teaching and Leadership consist of five values and dispositions; 1) pedagogy 2) leadership 3) professional learning 4) innovation 5) collaboration (Education Wales, 2018:1-2). Upon reflection it has come to my attention that my approach has linked to pedagogy as I have exercised how important the four purposes are in order for learners to achieve their true potential. I have also demonstrated collaboration as I have vocalised that strategies implemented by teachers should be focused around the pupil, this reinforces just how vital it is to ensure effective learning is taking place. Professional learning has presented itself throughout this assignment as I believe my research has shown that there is always knowledge to be extended. It is of my understanding that implementing all five of the standards in my future teaching will enable me to be the best teacher I can be.

Appendix

Figure 1: Assistive Reflections Conclusions Model

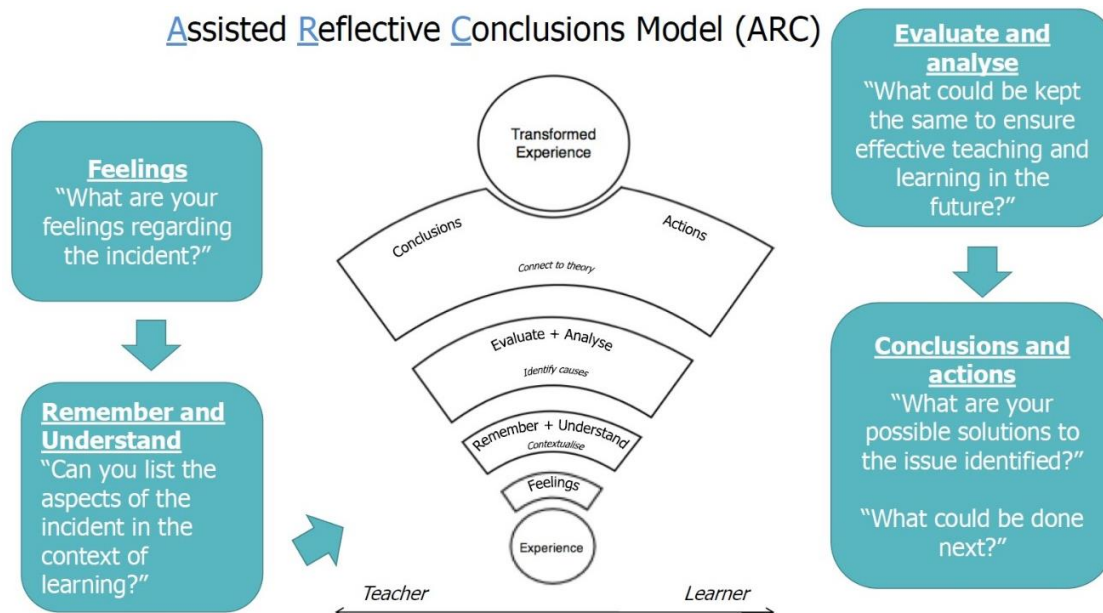


Figure 2: Field notes for lesson 1**OBSERVATION / FIELD NOTES**

 (Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: Year 9, lesson 1, top set learning about significant figures and rounding numbers but also working through a key stage 3 maths booklet, the lesson featured a recap of the previous lesson. There were 32 pupils in the class.
Classroom culture (Are the students focused on learning?) From the beginning and throughout this math lesson the teacher had complete control of the class and most students were engaged in the lesson. It was clear that the majority of students felt they were in a safe environment as many would vocalise when they needed help or when the teacher wanted an answer or explanation.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) It was clear to the majority of students that they were gradually working their way through a key stage 3 math booklet and the topic that this lesson in particular was focusing on.
Direction (Are the students clear about what they are doing and how to do it well?)



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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Some students vocalised when they were not clear on the set tasks, they were helped by the teacher in good time and then expressed that they were clear on how to do the set tasks well. It was unclear to me if all pupils were clear about what they were doing and how to do it well. There did appear to be a significant number of pupils in the class who would not put their hand up or vocalise when they were not clear on the task set and how to do it well. The teacher would walk around and observe students table by table in order to spot any struggling students.

Access and challenge

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

Not all students were vocally engaged in the lesson however more importantly all students appeared to be visibly engaged in the lesson when completing tasks in their workbooks. All students appeared to be challenged as if they completed the current task, they were able to continue onto other pages in their workbooks. The teacher continued indirect questioning in order to keep engagement at a maximum level.

Assessment

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

The teacher used a mixture of effective techniques to assess understanding such as direct teaching when it is clear it would benefit students to explain a concept again. Direct and indirect questioning was used to check students' knowledge and encourage a safe classroom environment as well as walking around the room and observing students while they worked.

Specifics / Critical Incidents

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

There was enough work so that MAT students would have enough work to complete and would continuously be challenged. However, this might have been overwhelming for some students.

One student in particular kept his hand up until the teacher went to help him, while his hand was up students who would shout out for help appeared to be prioritised. This could potentially disturb learning time for the student with his hand up. This student did however gain help from the teacher and then understood the task.

The teacher told students to 'listen and work at the same time' on one occasion. This may not be possible for all year 9 students as it would require mature focusing level, despite being top set.

Figure 3: ARC sheet for lesson 1

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

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher providing enough work for students to stay focused and challenged.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	It was noticeable that students had more than enough work to get on with as they were making their way through booklets. I felt that this could prove to be both a positive and negative as it would keep MAT students challenged as they would continuously have harder tasks to challenge them but it could also overwhelm students as they may not enjoy or struggle with math and this might cause them to withdraw or become disruptive so that they do not have to complete the booklet.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The teacher was going through the booklet with students' lesson by lesson, topic by topic. It was clear that this method worked as the majority of students got on with work and were involved in the lesson, eager to learn. There were minimal disruptions. Despite being top set, students were working at different paces, this resulted in a lot of questions for the teacher which may have delayed the pace of the lesson. It was clear there was no page that students should stop working.

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>	I would continue with the booklet method as this did appear to keep all students engaged and also prepared for future topics – they could see what they will be taught in weeks to come however I am aware that this could also play devils advocate. There was no specific disappointing element as I felt this was a positive incident however it could be disappointing if some students become overwhelmed and some students complete the booklet too quickly.
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> <i>"What will you do next?"</i>	Tbs could be placed in the booklets to show students where to stop working in order to avoid unnecessary pressure or feeling of being overwhelmed, this way students would be completing a realistic number of tasks per lesson. Next, I would check students' thoughts and feelings towards the booklets.

Figure 4: Field notes for lesson 2**OBSERVATION / FIELD NOTES**

 (Questions adapted from Fletcher Wood (2016))

Date: 02/10/19

Lesson details: Year 8 math class, 32 students, mixed ability, learning about BODMAS and algebra, one pupil with an ALN.

Classroom culture

(Are the students focused on learning?)

This classroom appeared to have a safe environment for students, it was clear that students felt comfortable to share their methods and answers with the rest of the class. Pupils' were also helping each other in a friendly manor when set tasks by the teacher.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Yes, the objectives of this lesson were clear from the start as they were outlined on the board. The activities were clearly set to build pupils knowledge on BODMAS and Algebra, the theory of these topics was also explained by the teacher ~~through the use of~~ direct teaching before set tasks took place.

Direction

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

There was a prepared recap of the previous lesson to begin, pupils responded well to this. For the present lesson there was a blend of teaching approaches that included; direct teaching, independent work as well as the teacher walking around the classroom to observe and check pupils' work. It was clear that students knew what work needed to be done and were learning how to complete the questions regarding BODMAS and algebra.

Access and challenge

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

Although all students appeared to be engaged in the lesson not all pupils appeared to be challenged. For example: one pupil had written down all of the answers without the workings, these answers were checked by the teacher and all correct however this pupil had done this significantly quicker than the rest of the pupils in the class. The teacher encouraged challenges for the students by asking if pupils had worked the individual tasks out using different methods to each other, this encouraged pupils to consider numerous methods of workings out.

Assessment

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

The teacher checked pupils understanding of what they had been taught in the previous lesson to begin, once she was satisfied with the level of understanding she then began to direct teach what the present lesson would include. The teacher tested pupils knowledge and understanding of this topic during the lesson through giving them work sheets to actively use the BODMAS and algebra that had just been explained to them, while pupils were completing these tasks the teacher walked around the classroom observing pupils and checking their workings out and answers, assisting anybody that needed help. The teacher checked pupils' knowledge and understanding at the end of the lesson by going through the work sheet as a class and had pupils explain their workings out and answers (important to note that although this method is effective it did not require all pupils to share their workings out or answers). The teacher did not move on until she was confident with the level of understanding from her class.

Specifics / Critical Incidents

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

There was one ALN student in this class with one member of support staff, the student was strategically sat at the front of the class so that there was room for the required equipment.

While teacher observed the room, some students were loud and appeared to lose focus on their set tasks. It was unclear if this was because they had fixed mindsets about the task or if they had completed it quickly and were not challenged enough.

The teacher had an 'early homework reward system' whereby students who brought their homework in earlier than the deadline would get a 'positive point'. It was unclear what the motivational tactic was behind this system.

Figure 5: ARC sheet for lesson 2



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

Dyddiad/Date: 02/10/19



Digwyddiad critigol (Ffocws)/Critical incident (focus): While teacher observed the class, some students appeared to lose focus and exhibit disruptive behaviour.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? <i>"What are your feelings regarding the experience?"</i>	I felt that this behaviour did not appear uncommon for a year 8 math class however I wanted to know why those select pupils became loud and disruptive while the task was going on. Did the pupils finish the work quickly and began to chat because they were bored and not challenged enough or did these pupils' not understand the task but did not ask the teacher for help due to a wide realm of reasons. I speculated that either of these reasons could have been why; a fixed mindset with math, their friends did not seem to care.
Cofio a Deall/ <i>Remember and Understand</i> "Ailach chi restru elfennau'r achos yng nghyd-destun y dysgu?" <i>"Can you list the aspects of the incident in the context of learning?"</i>	Arguably these pupils were standing in the way of their own learning if the incident was that they did not understand the set task, the teacher would be responsible for knowing which pupils might not ask for help. Therefore, engaging the pupils' through other methods. The teacher may well have specifically asked these pupils when sharing workings out and answers as a class.

Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> "Beth y gellid ei gadau yr un fath a sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The blend of teaching and learning techniques did appear affective to the majority of the class. [The teacher's observation technique did also work well in this specific setting, for some pupils but as stated above, not all.
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> "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?"	Working in groups could be encouraged providing noise level is kept to a minimum, this may solve the possible critical incident of pupils not discussing the set task. Peer assessment could be implemented when working through the 'class share' phase. This may cause students to ask questions about the work they are marking and potentially help their peer who might be too shy to speak in front of the class.
Y profiad newydd / Transformed experience	



Figure 6: Field notes for lesson 3**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: Year 9 PE class, lesson 3, mixed gender and mixed ability. Class included a MAT and ALN pupil.
Classroom culture (Are the students focused on learning?) This class had a friendly environment, pupils appeared to interact well however focus was not there at the beginning.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) This lesson was very well planned out and structured by the teacher. All critical information was explained to pupils at the beginning of the lesson.

Direction

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

The majority of students appeared to be clear on what they had to do however it was unclear if some were unsure or were purposely trying to avoid the set task. For example; some pupils appeared to be playing with the football and being slightly disruptive. At the beginning it did not seem that all pupils were putting maximum effort into the task however some noticeably were trying their best.

Access and challenge

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

All students were engaging well throughout this lesson although there were few disruptive pupils in the class. All students suddenly became highly challenged after the teacher pulled everyone in a circle for a motivational chat. This changed the flow of the lesson and suddenly students were challenging each other constructively and getting on with the set task well in their groups.



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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?

The teacher checked understanding right from the start and throughout. Beginning with direct teaching and indirect questioning. During the lesson the teacher made her way around each of the three groups to observe students. Feedback was given during this on what pupils were doing well and how they could improve. This was focused towards the leader of the group as each group member had a chance of being the team leader. At the end of the lesson the teacher gathered all groups together to discuss what the pupils felt worked well and what did not work well. This presented the teacher with the knowledge of pupils' progress from the lesson.

Figure 7: ARC sheet for lesson 3

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Model Beirniad Wedi Adfyfrio (BWA) <i>Assisted Reflective Conclusions (ARC) Model</i>			
Dyddiad/Date:			
Digwyddiad critigol (Ffocws)/Critical incident (focus): MAT and ALN pupils strategically placed in a group together unknowingly by their teacher.			
Profiad/ Experience			
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	My initial feelings were that mixing MAT students and ALN students together to hopefully increase learning could be beneficial to both pupils. In this specific case the teacher implemented this strategy effectively and both pupils worked well together (important to note that pupils were working in a group and not paired together). Despite the strategy working for this specific lesson, it may not be affective in all lessons as the MAT student may only be a MAT student in specific subjects however this is also parallel to the ALN student potentially only needing support in certain subjects. To coincide with this, I did feel that there is plenty of room across multiple MAT and ALN students for this strategy to be effectively implemented. I have presented some arguments below of cases where the strategy may not prove to enforce successful learning.		
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?"	This critical incident took place in a PE class. This specific MAT student was disruptive in other classes throughout the day where their needs were not constantly met i.e. teacher moving too slowly for them. As PE is mainly a physical subject and not as academically charged as some subjects this could provide an opportunity for the MAT student to learn from the ALN student. The ALN student may perform better in PE than they do in more academically charged subjects – depending on the specific ALN. The students were unaware that they were grouped together intentionally for these factors. The students did interact, but not noticeably more than the rest of their group members did with each other. This approach may not be able to be successful universally as not all MAT and ALN students will work well together for an array of reasons, some being; they may not get along, the ALN student may feel patronized, the MAT student may feel they are being used as a TA etc.		

Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The MAT and ALN student could still be grouped together in PE as they did work well together without either student getting frustrated with the other from moving too slowly or too quickly with the task. Although this incident is specific to both pupils and not universally. Effective seating plans could be implemented so that the MAT and ALN student will sit together in specific subjects if the teacher feels this would benefit both parties. Peer support systems could naturally begin to arise from MAT and ALN students sitting and working together. This could enforce effective learning if peers evaluated their support every so often in order to determine each other's strengths and weaknesses. As there are methods to successfully implement MAT and ALN students working together to enforce effective teaching and learning, it is very case specific as some ALN pupils may work better by themselves or with their support. The MAT student may have bad behaviour and not able to help their peers.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	My solution to the issue identified would be for the teacher to know exactly which subjects or topics the ALN and MAT student would mutually benefit from through working together. It is vital to ensure the MAT student does not become an 'assistant' to the ALN student as this could cause them to become disruptive or completely withdraw, if they are not learning themselves. This would also coincide with the teacher using effective strategies to enforce the MAT and ALN students working together, above I discussed effective seating plans and peer support systems to name a few. The teacher would also need to ensure that students are being challenged and being given work that enables them to further their learning however being careful not to put students in the panic zone.
Y profiad newydd / Transformed experience	

Figure 8: Field notes for lesson 4**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 08/10/19
Lesson details: Year 10 GCSE business class, mixed ability, mixed gender, lesson about branding and an introduction to cashflow forecast.
Classroom culture (Are the students focused on learning?) This class was said to be a loud class and not always the best behaved. The classroom culture was clearly safe to pupils and many engaged with the teacher and each other with regards to the lesson content and tasks set.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Yes, the purpose of this lesson was clear from the beginning, the teacher had 'lesson objective' slides that were explained to pupils. Pupils were clear what the lesson was about.

Direction

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

Students were clear about what they were doing until the numerical questions presented themselves. This provoked some pupils to ask the teacher to confirm their methods for certain calculations on the cashflow forecast. The teacher acknowledged that not all pupils were grasping the concept so used his 'victim sticks' these were lollipop sticks with pupils' names on them. The teacher used this to clarify pupils' current knowledge on the topic of cashflow forecast by getting the pupils whose name was on the lollipop stick to answer prepared questions on the board. Pupils responded well to this approach and with the questioning and scaffolding of the teacher, pupils were happy with their understanding of the sums required of them.

Access and challenge

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

The majority of students were engaged in the lesson despite a few who appeared to keep to themselves during the interactive lesson. All pupils were clearly challenged due to the questions asked; however, any queries were well explained by the teacher.



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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?

The teacher assessed understanding and knowledge at the beginning of the lesson by having numerous brand logos on the first PowerPoint slide and had pupils guess which logos belonged to which brands, through indirect questioning about the topic of branding the teacher progressed with the lesson. Understanding was checked throughout the lesson by the use of class share (lollipop sticks) and discussion. Knowledge was tested at the end by giving pupils a past paper question about cashflow forecast that would then be peer assessed and discussed as a class.

Figure 9: ARC sheet for lesson 4

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

Dyddiad/Dote: 02/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): 'Lollipop sticks' used as part of a class share in a year 10 GCSE lesson



Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	My initial feelings towards this method was that it could be highly beneficial, if implemented correctly, as it has potential to increase pupil engagement and create a safe classroom environment. I did however have concerns for pupils who may not be comfortable in a classroom environment as this could detract from their learning.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achas yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	Lollipop sticks were called 'victim sticks' by the teacher, however pupils responded noticeably well to this and found the teacher comical. The teacher was aware that some pupils in the class were quieter than others so let the pupil who was last picked, pick the next lollipop stick. Although this shows empathy from the teacher it might become more about picking friends rather than helping all pupils learn. One pupil had an answer wrong but was helped by the teacher and the rest of their peers.

Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> "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 presenting the lollipop sticks as a fun and non-formal method of testing knowledge rather than presenting them in a way that would be considered scary or daunting to some pupils. Enabling pupils to pick sticks from the jar also worked very well, it ensured all pupils were engaged and focused.
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> "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?"	The teacher could possibly add another element to this method a 'lifeline' whereby if the student picked is not confident with his or her answer then they can ask for help from their peers but ultimately must <u>come to the conclusion</u> themselves to still ensure effective learning. The teacher would need to ensure that all pupils in the class would benefit from this method for example; if a specific ALN pupil was in the class and their name being picked would completely detract from learning then this would not be a successful method, however the teacher knew this class and knew that the class responded well to the lollipop sticks.
Y profiad newydd / <i>Transformed experience</i>	

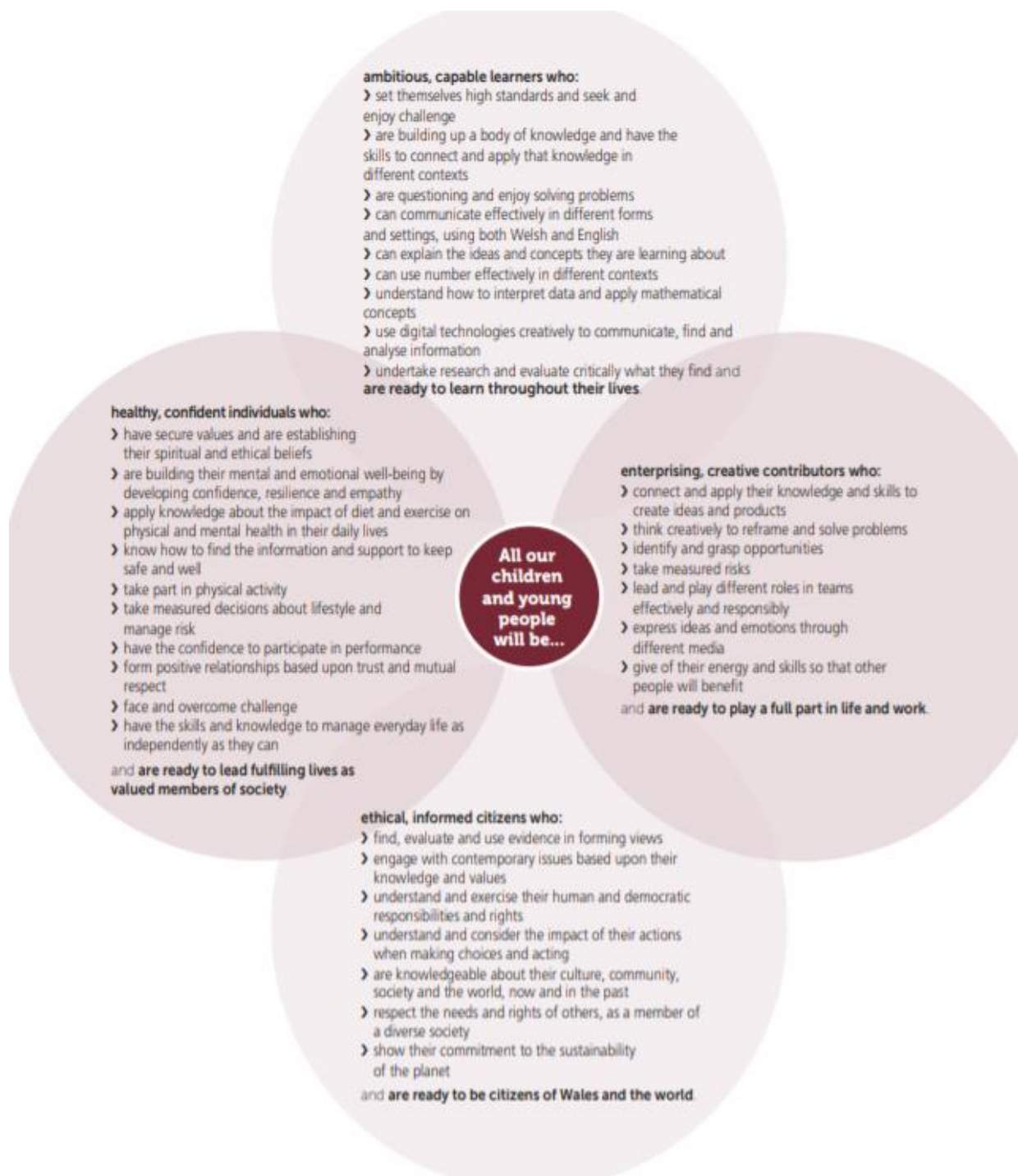
Figure 10: Donaldson's Four Purposes of Successful Futures

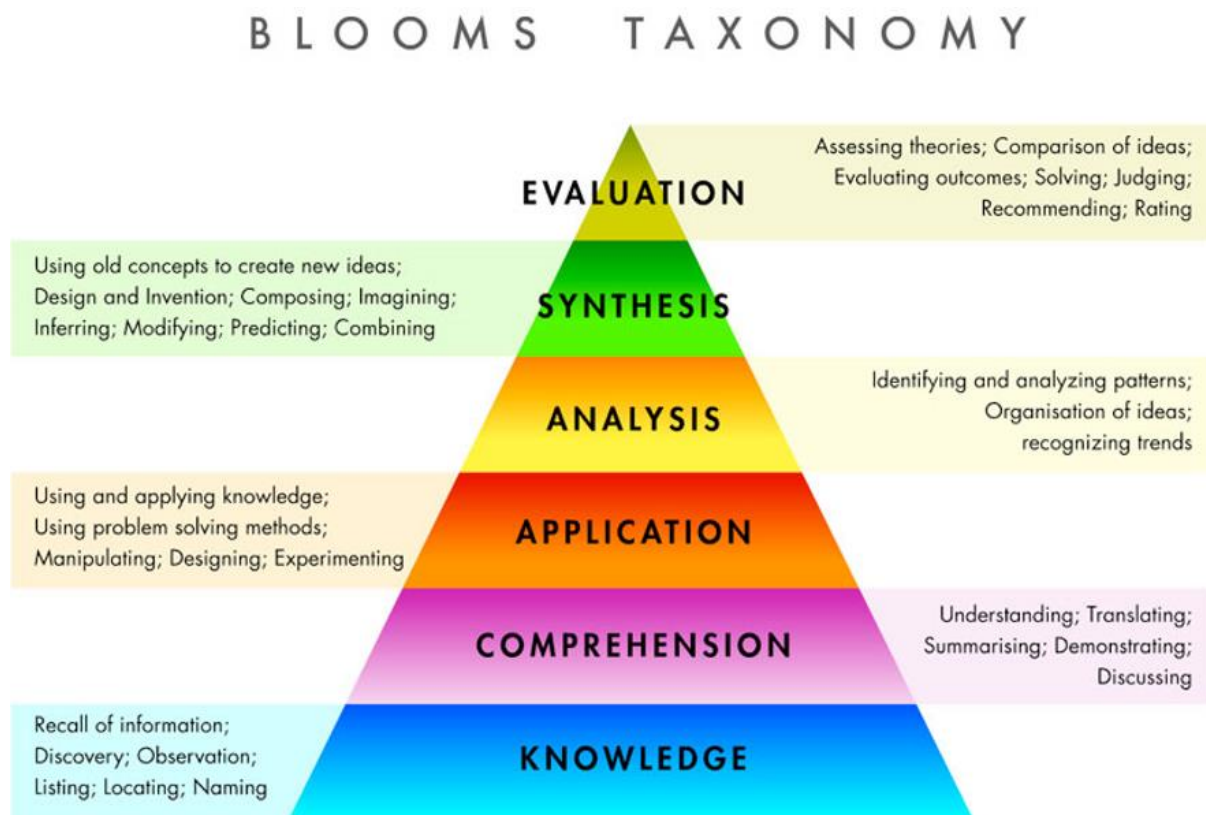
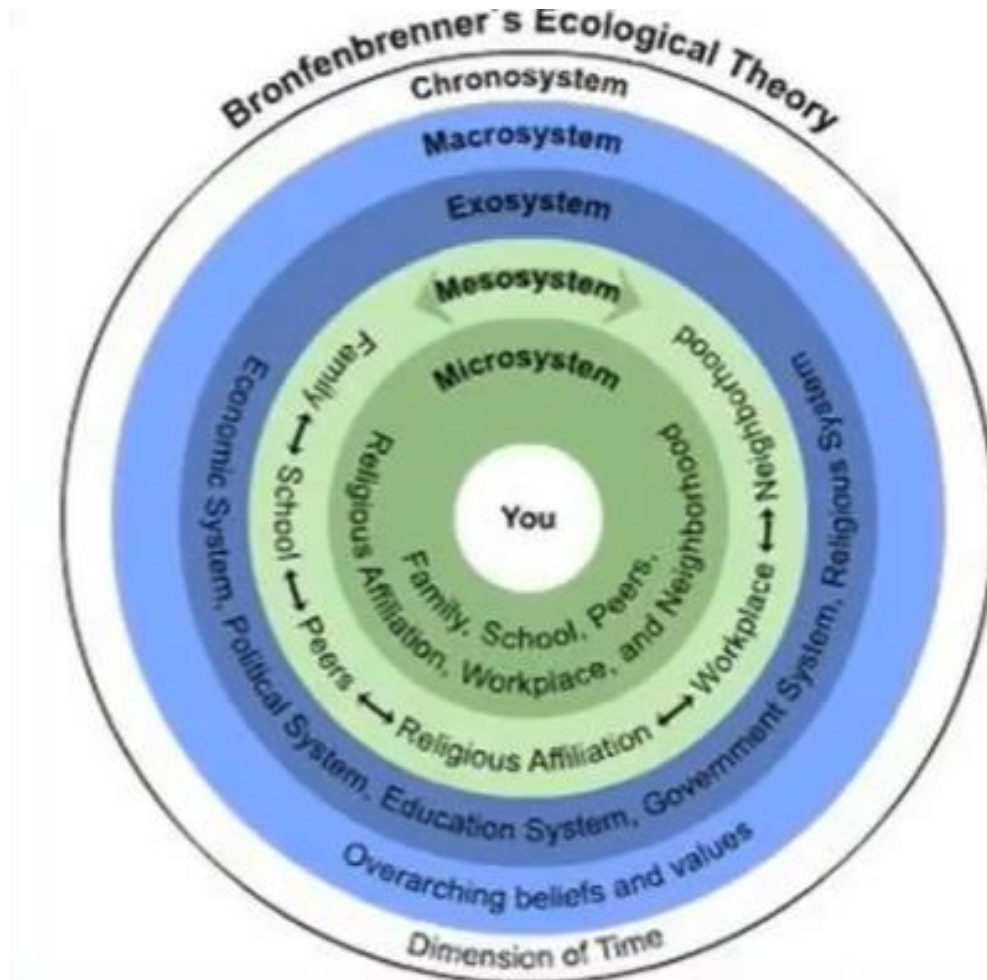
Figure 11: Bloom's Taxonomy

Figure 12: Bronfenbrenner's Ecological Systems Theory

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