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.

Word count: 3,798

Education in Wales is at a crucial turning point. With the proposed curriculum format for 2022 fast approaching, schools and educators all over the country are looking at Graham Donaldson's Successful Futures (2015) proposal and beginning to implement it in their schools and teaching practices. They are making links between his report and the findings of theorists who came before him, which is something I will explore in this essay.
I intend to base this around a discussion and analysis of a critical incident observed in a school and the role that critical incidents and analysis play in the reflective practice of a teacher. Critical incidents are, according to Tripp (2011:24) *"an excellent way to develop an increasing understanding of and control over professional judgement".* Initially, critical incidents can be somewhat difficult to identify, but Tripp (2011:25) explains them to be something "typical", and almost insignificant, but are rendered 'critical' through a consequent analysis. I will be analysing and evaluating the incident I observed, making links to key theorists and literature whilst reflecting on my own teaching practice and how I can use these theories and literatures to positively shape and enhance my future teaching as a practitioner in Wales. The use of critical incidents in reflective teaching practice underpins the Professional Standards set out by the Welsh Government (2017) by encouraging collaboration, innovation and professional learning.

The school in which the observation took place is in the Carmarthenshire local authority. It is an English medium secondary school for 11-16-year olds of mixed gender. It is a relatively urban school, with just under 900 pupils. As of 2019, 27.5% of pupils are on free school meals which is much higher than the national average of 17.5%. Roughly 47% of pupils live in the 20% most deprived areas in Wales. The school has a significant amount of English as an additional language (EAL) students, their percentage of these students and minority ethnic students is well above the national and local authority average. There are 17 different first languages spoken within the school community, and 52% of pupils are on the school's additional needs register, which is again above the national average of 20.1%. Their last

Estyn inspection in 2015 scored the school's current performance as good, and their prospects for improvement as excellent (School Estyn Report 2015, details available on request).
The lesson in which the critical incident was observed was a Year 8, top band ICT class of 26 students, split 50:50 male/female. Although the class was top band, from speaking to members of staff and from my own observations, there was still quite a mix of abilities within the class. All observations carried out for this assignment were conducted in line with BERA's educational research guidelines (2018:21). The name of school, teachers and pupils will be anonymised.

Observational case studies can be effective for formative evaluation and have a strong basis in the reality of the writer's experience *(Cohen, L., Manion, L. and Morrison, K., 2011. Research methods in education. Routledge:292).*
An observation can allow you to collect "live" data and you don't have to rely on second-hand accounts (pg. 456). The observation conducted for the purpose of this analysis was an unstructured one. I used the model adapted from Fletcher and Wood (2016) which provided the basis for field notes, and the structure for other observations within the school, however this particular observation I used a more general written notetaking, under the headings provided from the Fletcher and Wood model. The use of written notes during the observation was the appropriate choice because the notes needed to be taken during and immediately after the observation to ensure nothing was missed or forgotten.

However, Nisbet and Watt (1984) highlight the fact that case studies can be open to observer bias which can particularly be the case in an example such as this. There is only the conclusions of the observer that formed the analysis, and since it is not a longitudinal case study, the evidence is subjective to lots of factors. For example, one of the main problems with observing a class in an educational setting, particularly Key Stage 3, is that the presence of an external observer could have had an effect on the behaviour of the students and the teacher. Perhaps the students were better behaved than normal, perhaps the teacher had changed aspects of their lesson or practice. This is otherwise known as The Hawthorne Effect, which then leads to questions on the validity of the observations. However in this instance, it could be argued that this would not have a massive effect on the ability to analyse and reflect nonetheless on this incident, and it was one of the last observations I did with this particular class, so they would have been fairly used to having me in their classrooms.
I was a non-participant for the majority of the lesson. The use of naturalistic enquiry was the most appropriate here for the aforementioned reasons, as well as not wanting to interrupt or

disturb the natural occurrence of the lesson or any subsequent conversations which a video recording, for example, might have done. Notes were written at the time of the incident and throughout the observation to make sure they were as detailed as possible so I could accurately reflect on and return to them in the days to come.

Donaldson (2015) has created a new curriculum proposal for Wales, and at the centre of that curriculum are his Four Purposes. He believes that the education system in Wales should be creating:

- *"ambitious, capable learners, ready to learn throughout their lives;*
- *enterprising, creative contributors, ready to play a full part in life and work;*
- *ethical, informed citizens of Wales and the world;*
- *healthy, confident individuals, ready to lead fulfilling lives as valued members of society."*

Donaldson's framework incorporates elements of (and has links to) all three of the main schools of thought in education: behaviourist, constructivist and humanist. He believes children should become more responsible for their own learning, he wants a bigger weight put on the health and wellbeing of students and he believes we should be grounding learning in real-life contexts and situations, with the teacher still being the integral role in the process of learning.

With this in mind, the critical incident observed took place during an ICT lesson. The teacher questioned the class at the start of the lesson, to access prior knowledge, and again after they completed every task or activity during the lesson. However, the teacher used an iPad to access the class register and was randomly picking student names from that to decide who was to answer the questions. The teacher also managed to strike a balance between randomly choosing students and asking those more eager students who had their hands up too.

Looking at Donaldson's Four Purposes (2015), this strategy links in to creating ambitious and capable learners who are always ready to learn, as well as confident individuals. This strategy increases the chances of the majority of students being focused during the class but particularly during a period of teacher-student questioning because any student could be asked at any time, and the students had no control over whether they would answer or not. Also, it did not seem to put off or frustrate the more eager (or possibly more capable) students who put their hands up straight away. This strategy seemed to create a more fair evaluation of learning, therefore giving the teacher the knowledge to support particular

students if needed, contributing to their confidence in the class and avoiding the issue of it being the same few students whose voices are always heard giving the correct answers. It could be suggested that this contributes to creating a classroom culture where perhaps it is more common, therefore more acceptable to get the answer wrong or not know the answer. The students all responded to this strategy, and it seemed like this was 'the norm' in the class, and a ritual that the teacher had set from the beginning of the year and the students were used to the strategy, it seemed embedded in their classroom routine.

This incident prompted me to look into Assessment for Learning (AfL). AfL is an approach that promotes the use of feedback to improve student's performance and more actively involve the students in their own learning and assessment, with the aim to give them more independence, responsibility and confidence in the learning process. The literature around AfL most notably comes from Wiliam and Black (2003), and the approach covers four main strategies: questioning, feedback, assessment and the sharing of success criteria and learning objectives with students. For the purpose of this essay, and due to the link with my critical incident, I will be focusing in particular on the role that questioning and feedback play in AfL.

The premise of AfL fits well with Donaldson's proposed new curriculum. Giving students more responsibility and ownership of their learning enables teachers to use methods of assessments in a more formative way to gage where their students are. The classroom culture that AfL can contribute towards helps create the confident, ambitious and capable learners that Donaldson says Wales needs to be creating.

> *"Involving children and young people in assessment will encourage them to take greater responsibility for their own learning." (Donaldson Summary, 2015:9)*

The use of random name generating in a class is a strategy that fits in to the holistic approach of AfL. This may provide the teacher with a more fair and average assessment of the learning, as it won't always be the same students voices being heard. This is a method used by Wiliam in his Classroom Experiment (2011), and more commonly is known as the use of lollipop sticks to randomise the questioning in a classroom. According to Black et al. (2003), one of the most common issues with the use of questioning in the classroom is that teachers do not wait long enough for the students to answer. Wiliam (2011) states that by giving the students a choice in whether or not to participate in the lesson, for example by using the hands up method of questioning, then you are in fact worsening the achievement gap as the students who put their hands up have more opportunities to develop, and the students who chose to opt out of the questioning will just sit there and not raise their hand, or possibly not even make any effort to engage in the learning opportunities.

In Assessment for learning: Putting it into practice, Wiliam et al (2003:32) refer to a study conducted by Rowe (1974) where she said that the average teacher wait time after asking students a question and before intervening was 0.9 seconds. They all suggest that increasing the wait time had great benefits, such as longer, more detailed answers and a decrease in failure to respond. However, surely randomising the names and not always asking the more 'capable' learners, will increase the chances of students simply replying with "I don't know."? As a teacher, when that happens in your classroom, what do you do then? In Doug Lemov's book *Teach Like A Champion (2015:28)* he introduces a method called "No Opt Out", which he says offers a positive solution to this very issue. Lemov says that when you ask a student a question and they are unable (or refuse) to give an answer, you then ask another student until you get the answer you are looking for. Once this has happened, you return to the original student you asked, and get them to now give you the correct answer, ideally making them repeat it more than once.

> *"A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible." (Lemov 2015:28)*

The idea that Lemov touches upon here with repeating the answer as often as possible to cement it for the learner is backed up by Sweller (1998) and his cognitive load theory and J.B Watson (1930) and his theory of frequency and recency. Frequent, grounded repetition of new learning helps move information from your working memory to your long-term memory and that frequent recall of the learning fixes it more firmly into your long-term memory. This makes it less likely that the student will forget what has been learnt and increases the likelihood of it becoming embedded in a schema within the long-term memory.
Wiliam (2011:59) stated that AfL is not a democratic process, and even though it has the intention of more actively involving students, and sharing the process of learning and assessment with the teacher, that the teacher is still in a "privileged position" and he implies that the students should not have too much autonomy in their learning. This is similar to the view of Biesta (2012), who stated that we should move back towards a more authoritarian teacher, it is solely the role of the teacher to steer the education process and he does not agree with the notion of the learners taking responsibility for their own learning, instead believing that teachers should be there for more than just facilitating the learning. Although this conflicts with aspects of AfL and Donaldson's proposal, it is worth noting the recurrent notion that the teacher is still a vital part of student's learning processes.
Although AfL has become a very popular strategy employed by educators all over the world, and even though there is a lot of literature surrounding it which is overwhelmingly in favour, it is not all positive. G. T. L Brown (2019) questions if Assessment for Learning really is assessment. He argues that because of the interactive and in-the-moment characteristics of

AfL, it fails to meet the requirements of an assessment. He questions teachers' judgements in the moment and the validity and reliability of those judgements. He argues that an assessment process that takes place solely in the head of the teacher or learner is difficult to validate and provide material evidence for.

> *"Indeed, the AfL model seems to suggest that there is no error in the teacher input side of the interaction; this seems to be an extremely romantic and naïve expectation" (GTL Brown 2019:5)*

Brown implies that AfL strategies in the classroom, particularly that of questioning and feedback, are too open to misunderstandings between the students and teacher.

This is backed up by the work of Dunn and Mulvenon (2009) who state that there is weak and limited empirical research on the strategies of AfL. They highlight that Black and Wiliam (1998) based their work on Fuch and Fuch's article (1986). However, in Fuch and Fuch's research, 83% of their students were handicapped, and nearly 72% of the effect sizes in their research were only of "fair" quality. In their journal, Dunn and Mulvenon (2009: 60) state that Wiliam, Lee, Harrison, and Black (2004) said themselves that *"care needs to be taken in drawing any general conclusions about the net effect of the adoption of formative assessment"* and that the evidence they provide is *"difficult to interpret" (p. 62).* However, Dunn and Mulvenon (2009) do provide some support for AfL and the uses of formative and summative assessment, however they highlight the lack of research and tangible evidence, and that the definitions and purposes of formative and summative assessment are somewhat muddied.

Taras (2012) also poses questions on the validity of AfL and its research. He argues that AfL has merely adapted the research behind formative assessment, but this research was never actually conducted into the specifics of AfL.

Formative assessment has been highlighted by John Hattie in his influential work on educational effectiveness. In Visible Learning for Teachers (2011), Hattie ranked feedback strategies 10th out of 150 factors that contribute to substantial improvements in learner outcomes. Black and Wiliam also argue that if teachers use formative assessments as part of their teaching, students can learn at approximately double the rate. Hattie's research also shows that using formative assessment in the classroom brings about actual differences in learner academic attainment.

Taras (2012:5) says of AfL and formative assessment that there is *"very little attention or scrutiny of issues such as reliability and validity because they are considered 'informal'".* He quotes Stobart's (2008) argument that AfL has resulted in being seen as *"a series of classroom, handy hints, rather than a theory-driven approach to teaching and learning"* (ibid, p149), and states that theory and tangible evidence has been missing from the development of AfL interventions.

It could be argued that the theory that they say is missing surrounding AfL, can be drawn from the theory surrounding the behaviourist school of thought. Behaviourists such as Skinner and Thorndike believe that learning is step by step process that should be broken down into smaller steps and is strengthened by repetition. They believe that if children don't feel success and praise (which can arguably be encouraged through effective feedback and increasing confidence levels), then they will lose interest. This all ties into the theories behind cognitive load, Lemov's "No Opt Out" and Hattie's formative feedback. Behaviourists believe that learning has occurred when there is a change in behaviour, and isn't that what the AfL strategies attempt to do in their immediate use in the classroom?

The role of critical reflection is an important skill to have as a teacher, particularly a new teacher starting out in the process of the changing national curriculum in Wales.
Brookfield (2017:3) describes critically reflective teaching *as "the sustained and intentional process of identifying and checking the accuracy and validity of our teaching assumptions."*
There is a plethora of research, readings and studies in the educational sector, and just because one theorist or psychologist says that their way is the best fit for effective teaching, doesn't always mean it is the one best fit for you as a teacher, or for your students.
Brookfield states that critical reflection should take the form of four lenses: your autobiographical lens, the students' lens, your colleagues' lens, and a theoretical lens, and by doing this you will have the best possible understanding and insight into how to improve and move forward. I have used the Assisted Reflective Conclusions Model *(see appendices 1-2)* as a mode of reflection on the critical incident.
In the constantly evolving world of being a teacher, being able to critically reflect on yourself, theories, literature and the practice of other professionals is paramount to ensuring you are performing at your best and enabling success for your learners.
Based on the research and reading conducted around this critical incident, I believe that Assessment for Learning could be a useful and productive tool to use in the classroom. I take on board the arguments of Taras, Brown, Dunn and Mulvenon, and I would agree that perhaps there could be some more research and empirical evidence to support the specific AfL strategies and their productiveness. When it comes to the research presented by Hattie (2011) on formative assessment, and the argument within the educational sector, I believe there is a place for formative assessment in the classroom. However, I believe that you cannot make full use of formative assessment, without sometimes also using summative assessment. How can you assess formatively and plan where the learners need to go next if you don't know exactly where they are at a given moment in the learning process?
With the existence of mixed ability classes, and the prevalence of using AfL strategies, I believe that the use of random name generating could be a useful tool to use, as it could

allow for a fairer, more general overview of where the class is at. However, if you were to only ever use random name generators, it could be suggested that as a teacher you are losing the ability to differentiate your questions or use questioning as a tool to assess specific students. The need to assess specific students at any given time during your lesson could arise for a number of different reasons: you could have students with additional learning needs and therefore need to check their understanding and assess their learning in a different or more frequent way, if a student was absent from the last lesson, if you know a student hasn't been paying attention during the class etc. As a teacher you will know your learners, and some questions could be harder than others, at which point you may be at risk of AfL questioning having a detrimental effect on some learners. As pointed out in Dylan Wiliam's BBC Documentary "The Classroom Experiment", the more able and talented students grew very frustrated with the use of random questioning as they knew the answers and wanted to engage and be as involved as possible in the lesson. However, this was an issue that was already being addressed in the critical incident I observed, as the teacher had struck a balance between random names and also asking students who had put their hands up.

To conclude, the critical incident I witnessed showed how Assessment for Learning strategies can be employed in the classroom, but also when blended with some of the more 'traditional' approaches to questioning, they seemed to be the most effective. It seems that AfL often raises the issue of formative/summative assessment and perhaps a lack of empirical evidence into this. But nevertheless, the findings of Hattie (2011) and Wiliam (2011) are strongly in favour of AfL improving student's performance and confidence within the class, and this ties in perfectly to what Donaldson (2015) is saying our new curriculum in Wales needs to achieve and links to his Four Purposes which are at the core of his proposal. The new Welsh Government Professional Standards for Teaching and Leadership (2017:16) state that teachers should be constantly deepening their knowledge and using reflective practice to challenge and support professional learning, enabling us to be in the best possible position to help our students learn and succeed.

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Appendices

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Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date:	2/10/19
Lesson details:	1GT Year 8 Top band
Classroom culture (Are the students focused on learning?)	Teacher used very calm voice which reflected the atmosphere of the class. She controlled exactly when students could work on computers and when they were to look at her - very focused!
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Yes - LO's on board and explained. Teacher went back and crossed each one off as it was achieved.
Direction (Are the students clear about what they are doing and how to do it well?)	Yes - all tasks were modelled by the teacher, they were shown good examples of each activity & design.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Yes - students were able to work at their own pace ~~at~~ and at their own level (within the set criteria of each task) Students who were struggling turned to their peers for help before asking the teacher.

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1b

Assessment

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

Very clear, detailed explanations given
She modelled every task
Went around each student to check they were on task and making progress.

Specifics / Critical Incidents

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

Picked students at random from the register to question and assess further, as well as asking the more eager/able students who had their hands up.

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Appendix 2

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

Dyddiad/*Date:* 2/10/19

Digwyddiad critigol (Ffocws)/*Critical incident (focus):* Questioning

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	An effective way of whole-class assessment, a fairer evaluation than just asking the more eager students.
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?"*	Teacher use random names pulled from the register to direct questions to, but struck a balance between that questioning method and also asking those students with their hands up.
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 balance between not putting off the more eager/able students who are willing to participate and also encouraging more students to keep focused due to random name generating
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?"*	An effective use of questioning. Perhaps doesn't always allow for differentiation or varying questions for specific students or targeting specific students for particular reasons.
Y profiad newydd / *Transformed experience*	

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Appendix 3a

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 25/9/19
Lesson details: Year 7 - ~~[illegible]~~ Science: Maths Link. 25 students 12 F: M 13
Classroom culture (Are the students focused on learning?) Hands up method of questioning. Some students very focused (mainly the group at the front of the class)
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Yes – graphs & surveys. Activities made relevant to students - they got to pick which topic to conduct their survey on.
Direction (Are the students clear about what they are doing and how to do it well?) Yes → starter activity Recap Ask whole class their graph question & work out total.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Yes - challenge activity at the end of starter One girl not engaging → tie & pencil case. Lost focus during explanations.

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3b

Assessment

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

Re-explained task because there was lots of hands up, "I'm stuck."

Pair discussion → what did we do last lesson?
how could we explain to someone who was absent?
what do you think we are doing today?

Very good way of immediately engaging and accessing prior knowledge.

Specifics / Critical Incidents

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

Same hands up during questioning every time
Two boys running round lab.
Two girls asked teacher questionnaire question.
Cross-curriculars (Maths/Science teacher) and Yr 7's leave 15 minutes early.
~~Boys booklet was broken & ripped, girl said "what happened there?"~~

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Appendix 4

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

Dyddiad/*Date*: 25/9/19

Digwyddiad critigol (Ffocws)/*Critical incident (focus)*: Questioning for learning & recall. → ~~hands up method~~.

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	Why were only some students answering the questions? And why were they sat at the front? Some students were opting out of engaging in the lesson.
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?"*	Teacher was asking questions of whole class, it was the same 5/6 students putting hands up and answering, all sat towards front of class.
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 recap in the starter activity was really good. Weren't just recall questions, they measured understanding of last lesson and started to focus them on what might be the topic of this lesson.
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?"*	Try and involve all students in questioning to gage assessment and learning and to keep student engagement.
Y profiad newydd / *Transformed experience*	

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Appendix 5a

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 26/9/19

Lesson details:
Year 8 - Spanish TOP BAND
students: 26 → 13M / 13F

Classroom culture
(Are the students focused on learning?)
Clear expectations on homework & starter activity
whole class verbal learning of alphabet
Slight loss of focus during copying of alphabet after song

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
Yes - spelling in Spanish & introduction to alphabet,
Plenty of modelling pronounciation.

Direction
(Are the students clear about what they are doing and how to do it well?)
Yes - self-marking in green pen as a class so they know what they didn't get right

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
whole class learning alphabet by rote
Yes - freedom to copy out alphabet in whatever way works best for them.
Alphabet presented visually on board and played in song and chanted by all students

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5b

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

Self-marking with green pens
whole class questioning
verbal feedback throughout - whole class learning of pronounciation of alphabet.
scaffolding - did first pronounciation together before pair work for the remainder of activity.
(whole class bar 2/3 pairs were off task during pair work/independent learning). However, teacher was constantly walking around the class and directing them back on task.

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

Extension on homework - one boy completing homework in class.
- Asked boy to move table/chair because caretaker painted wall.
- A boy marked a wrong answer as right but corrected it with his pen without prompting.
- Explanation on alphabet → explained to class how she always struggles with people spelling her surname, building relationships with students/making teacher seem human/relatable?

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Appendix 6

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

Dyddiad/*Date*: 26/9/19

Digwyddiad critigol (Ffocws)/*Critical incident (focus)*: Student autonomy

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	I was very impressed with the responsibility students, one in particular, were taking for their own 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?"*	Students were given freedom of exactly how they wanted to set work out in their books so they would best learn. Self-marking was used. One boy marked a wrong answer as right, and corrected his mistake honestly and without prompting.
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?"*	Self-assessment / Control & responsibility for own learning / trust between students and teacher.
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?"*	Some students did not focus too well during independent / pair working. Although taking responsibility for their own learning is important, perhaps some students still needed a little more structure from the teacher for now.
Y profiad newydd / *Transformed experience*	

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Appendix 7a

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 26/9/19

Lesson details:
Science Year 8 Lesson 3 (after break & P.E)
TOP BAND

Classroom culture
(Are the students focused on learning?)
Yes - starter competition based on last lesson but very lively after break.
Very authoratative teacher, very clear expectations on behaviour and learning environment.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
Yes - LO's on the board & lots of explanation but perhaps not quite structured enough. Had to stop main task to add structure & clarify.

Direction
(Are the students clear about what they are doing and how to do it well?)
~~Yes up~~ Majority lost focus when asked to pair work. Some confusion on Main task but very focused eventually.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
Option of different success criteria amounts
Use of powerpoint and iPads.
Told to make powerpoint / poster & research in pairs but not really shown examples or much guidance. (said it was on purpose)

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7b

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

Recap starter activity
Didn't walk around room, stayed at front of class for majority of lesson (checked they were on task briefly)

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

Lots of talking - teacher addressed class multiple times on noise levels and attention.
Messing around
Repeating questions - teacher told them he couldn't hear what could have been a "really important question" and that they were being rude.
Boy sat on his own down front, was there for a set number of lessons due to being a distraction.
Said "Sir have I been good this lesson?"
"Yes, only one more lesson and then you can go back to sitting with everyone else."

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Appendix 8

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

Dyddiad/*Date*: 26/9/19

Digwyddiad critigol (Ffocws)/*Critical incident (focus)*: Classroom culture

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	Teacher set very clear expectations on behaviour in the lesson
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?"*	Very lively lesson, mainly on-task talking, but students were talking over each other & teacher couldn't hear one student's question. Teacher got silence in the class and told them how rude they were being.
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?"*	Set clear expectations from the beginning of the lesson on behaviour and respect for each other, not just expectations on learning/achievement. Keep reminding students.
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?"*	Perhaps the whole class needed to be settled by a starter activity that wasn't a competition, or use the hands up for silence method?
Y profiad newydd / *Transformed experience*	