

**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.**

Introduction

A critical incident is an interpretation of something that has happened, which could be a problem or challenge that makes you think differently about something and challenges your own views in a certain context (Joshi, 2018). Critical incidents can be both positive and negative events, these incidents can be as common as day to day teaching. It starts by critical self-reflection and analysis on own teaching practice (Mohammed, 2016). Tripp (1993) developed a pedagogical theory which allows reflection upon own teaching practices or situations in order to guide teachers to develop their own judgment within practice.

The analysis of critical incidents in a teaching context helps teachers gather more information on how and the way they teach and enables them to develop professionally. Richards and Farrell (2010) that teachers develop their reflective and evaluation skills through critical analysis through identifying the feeling faced by that particular teaching situation. The ability to analysis and evaluate is useful to navigate through challenges faced as a teacher and strategies on how to respond to certain situations. The aim of this assignment is to critically reflect on an observed lesson and evaluate a range of different approaches for meeting the diverse needs of all learners in a range of settings and suggest possible strategies for future practice.

Observation

School and Class context

Throughout this assignment the pupils and school names will be kept anonymous as all participants are entitled to privacy and have the right to confidentiality and autonomy following Bera Ethical Guidelines for Education (2018). The pupils were made aware we were present and observing the lesson.

The observation took place in a primary school in a small town in South Wales. School Y is an English medium, community focused school. Currently there are 228 pupils on roll,

including a 3 and 4 year old provision and in their last Estyn inspection in 2015 they scored good in both current performance and prospects for improvement ([REDACTED] Estyn Report, 2015). The school has 27% of pupils who are eligible for free school meals which is above the Wales average of 20% and 29% of the children are on the ALN register which is above the national average of 25% (statistics taken from school handbook 2019, see appendix 9). Nearly all pupils are of white British ethnicity and speak English as their home language ([REDACTED] Estyn Report, 2015). The school consists of 3 mainstream classes at the Foundation phase: Reception, Year 1 and Year 2 and 3 mainstream classes in Key Stage 2: Year 3/4, Year 4/5 and Year 5/6. The school is a green category school (my local school) which means it receives up to four days of support to ensure the best outcomes for each pupil (National School Categorisation System, 2019).

The observation took place in the Foundation Phase, within a year 1 class. The Foundation Phase Framework (Welsh Government, 2015), sets out to provide a learning through play active approach. It emphasises the importance of child centered learning and the significance of children's wellbeing. It advocates a balance of child-initiated and adult-directed activities. The classroom has an indoor and outdoor classroom which offers opportunities to explore different areas of learning. Pupil X recently moved to the school at the beginning of the new school term, into Year 1. The class consists of 24 pupils (3:1 boy to girl ratio) and 2 teaching assistants.

Methodology

The research adopted a critical incident case study design. A critical incident case study is something that happens this could be positive or negative which makes you re think what has happened (Harrison, Birks, Franklin & Mills, 2017).

Observation is used throughout research. There are different models of observation such as participant and non-participant models. This was a non-participant observation where the researcher remained as a passive observer, and took notes using the field notes (See Appendix 1-4 for completed notes). This method was adopted by the research where they were not involved in group activities and could therefore directly observe what was happening closely making judgements e.g through body language. the researcher can be more open minded and therefore is less likely to produce bias data (Mills, Durepos & Wiebe, 2010).

There are limitations of observations this is not to say it applies to all cases. Research has shown that when people are being observed their behaviour may be subject to change this could be in either a positive or negative way which may not present the norm behaviour, this

is known as the Hawthorne effect (Kumar, 2011). Taber (2007) would argue that the best way to observe is when the participants are not aware, they are being observed. However, this contradicts ethical guidelines of Bera (2018) where participants need to give consent to participation and need to be made aware, they are being observed. One could argue at times it is hard to get accurate result for example if a child behaves in a particular way which is usual for that child (Cohen, Manion & Morriston, 2017).

Critical incident:

Child X moved to the school in September into year 1, with no English language acquisition. When the teacher would begin the morning classroom routine, Child Z would translate what the teacher said into Child X first language. Child X and Child Z share the same first language (L1) and are learning English as their second language (L2). Child Z has been through a nursery and reception classes through the medium of English therefore has a higher English language ability compared to Child X. After the observation and speaking to the teacher it is evident that the child is at stage 1 of the 5 Stage Model of EAL Acquisition (EAL classification codes explained in, DfE: School Census, 2018) (See Appendix 1 for detailed observation notes on critical incident).

In February of 2015, the Welsh Government published Professor Donaldson's 'Successful Futures, an Independent Review of Curriculum and Assessment Arrangements in Wales' (Successful Futures, 2015). Successful Features proposes that the curriculum in Wales should ensure that children and young people develop as ambitious capable learners, enterprising creative contributors, ethical informed citizens and healthy confident individuals.

The area of learning and experience which links to literacy is the Languages, Literacy and Communication thread. In this area learners develop their reading, listening, speaking and writing skills and are encouraged to learn multiple languages in order to learn cultures other than their own (for example English based schools implement Curriculum Cymreig to develop the Welsh language) (Successful Futures, 2015).

Donaldson (2015) encourages pupils to become ethical informed citizens who are ready to become citizens of Wales and the rest of the world. School's in Wales are made up of a diverse range of ethnicities, cultures, languages and religion it is important that we respect the needs and rights of others as a diverse member of society (Maylor, Read, Mendick, Ross & Rollock, 2007). Developing this idea of a global school, with a welcoming and inclusive ethos, where everyone is included no matter their background which is reflected in the 'Every Child Matters' document (DfES, 2003). In this case the Child X has the right to an education and being included within classroom and lesson activities, access to the curriculum alongside having the support to achieve. Pupils should have knowledge and

understanding about their culture, community and society and those of others and understanding these values in a global context. In this case the teacher could incorporate the culture of Child X within the class as a possible lesson and the pupils could then learn about it, which could help reduce stereotyping (Abdullah & Ali, 2019). Through interacting with peers improves our confidence and develops our identity and social cohesion (Rhamie, Bhopal & Bhatti, 2012). Children need to understand and consider the impact of their actions when making choices therefore we as teachers need to give them the opportunity to make decisions that can directly impact on their lives and how they would need to deal with this (Reich-Shapiro, 2018). It is important for schools to engage with issues of citizenship and identity in order for pupils to develop a sense of belonging and social cohesion within schools (DCSF, 2007).

Literature Review

Language is the centre of our human life through language we can express and create our social and individual identities. According to Article 2 regarding the Rights of the Child, a child has the right not to be discriminated against no matter their religion, ethnicity or language (The United Nations Convention on the Rights of the Child, 1989) which is reflected also in the foundation phase framework (2015). This literature review focuses on the three main aspects drawn from the incident scaffolding amongst peers, attainment in education in L2 and pupil wellbeing.

The term English as an additional language (EAL) is used for someone whose first language is not English (DfE, 2013). There are an increasing number of children entering education with little or no English acquisition (Withey, 2012). Research has demonstrated that a child's proficiency in English can provide essential information about EAL pupils and their likelihood to succeed in school (Strand, Malmberg & Hall, 2015; Strand & Hessel, 2018). It is up to the teachers to provide children with the opportunity to make good progress and implemented strategies into planning. EAL children face the challenge of needing to catching with to their class peers however, the curriculum does not wait. To understand the curriculum, you must be fluent in English, our jobs as teachers is to try and adapt the curriculum and enhance the learning environment for EAL learners within the classroom to make learning accessible.

Behaviourist theorists such as Skinner (1979) and Thorndike (1932) suggest language acquisition derives from imitating and repeating practice from others. If we can make language enjoyable and place it within a meaningful context, children are more likely to remember it (Pim, 2010). Children need to hear the English language being used to make sense of it and apply to contexts of their own to make sense of it. Teachers have the responsibility to model the appropriate use of spoken language. At the Foundation Phase

songs and music have shown positive effects in supporting the development for second language children, through repetition and reinforcement. (Withey, 2012). However, this approach could become tedious for pupils after a while.

According to Vygotsky (1978) learning occurs through social interaction with someone more skilful than ourselves. An important aspect of his theory is the Zone of Proximal Development (ZPD) this is the gap between what children can do unassisted and what children can learn collaboratively with a more able peer (Muhonen et al. (2016). Scaffolding is a method where children work with a teacher or peer to achieve a learning goal (Hsieh, 2017). Scaffolding involves working together with others who have a wider range of knowledge and skills. In this particular incident Child Z is scaffolding language learning for Child X, by encouraging the child to speak English and offering extra support in their first language when needed. Scaffolding has demonstrated to be an influential strategy throughout literature for EAL children highlighting a positive impact when learning a second language (Booth 2012).

However, there are limitations to this strategy. One study found that scaffolding was ineffective between pairs and small groups of pupils due to dominant individuals and the lack of inability to listen to each other (Kayi-Aydar, 2013). A point to note is the methodology of this study the participants were between the ages of 18 to 25, whereas the incident in this assignment happened within a foundation phase year group, the difference between ages could be a possible explanation of why scaffolding was ineffective.

Studies have shown that EAL pupils are on average performing significantly lower than their peers whom first language is English (Demi 2001) especially in the area of speaking from reception to year 6. One could argue that we are failing to meet literacy needs of EAL children at Primary school level. These statistics could possible explain the strong relationship between a child's fluency stage and their educational attainment (Strand & Demie 2005). Strand and Demie (2015) reported that the attainment gap is prominent through primary school up to Year 6, however by GCSE (Year 11) EAL children were in some cases outperforming their peers. An important factor which affects EAL pupils achieving in English is of course the language barrier (Arnot et al; 2014). There have been many studies investigating factors which affect EAL pupils in achieving academically for example English language ability, age of entry into the country/contact with their L2 and ethnic background (Strand & Demie, 2015; Whiteside, Gooch & Norbury, 2017).

The Department of Education (2012) (cited in Demie & Lewis, 2018) instructs that teachers should focus on English as an only approach when teaching EAL children and not the child's native language, which contradicts previous research. Research has concluded that EAL

pupils are at more of an advantage of understanding English when they have acquired the skills and education in their L1 (Arnot et al., 2014) suggesting the importance of supporting pupils within their L1 in the classroom to help their learning (Arnot et al., 2014). In this case the Child Z is encouraging the use of L1 within the classroom by translating what the teacher is saying. However, in most cases a common L1 might not be shared. In that case the teacher should then support and encourage parents to speak their native language at home through stories and sharing school day experiences to maintain vocabulary development (Cunningham, 2012). Cummins (2000) would argue that the pupil's native language is essential when beginning to learn English, pupils should be encouraged to develop their L1. Relating back to the critical incident Child X and Child Z were communicating in their native language for the majority of the lesson and thus therefore should be encouraged. These findings are based on Cummins (2000) dual iceberg model of common underlying proficiency which enables the transfer of one language to another. Suggesting children who are fluent in one language (i.e their native language) are at an advantage when learning a new language. However, if foundations have not been built in L1 children may then find learning new concepts in a new language more challenging.

With this particular incident Child X had Child Z to use as a means of communication to the teacher. However, in other schools, this may not always be the case which can leave children feeling isolated and have a negative effect on ones' well-being. Moving to a new school, or in some cases for EAL pupil's new country can raise issues regarding their sense of belonging, they may face difficulties mixing with peers and creating new peer friendship groups (Sime and Fox, 2015). EAL children may struggle to interact within their school environment as English is not their predominant language, which can not only have an effect on academia moreover social interactions among peers.

Linking to Maslow's Hierarchy of Needs (1943) EAL children need to be motivated to speak in L2 to communicate between peers and to create friendship groups, to develop their competence in English and to reach self-fulfilment needs (Smith, 2010). Siegel (2001) constructed The Healthy Mind Platter which is made up of seven essential, mental activities to optimise brain matter and create well-being. One aspect is the connecting time with other peers however this can be challenging for EAL children who may encounter a language barrier among their peers. EAL children often go through silent periods especially in the early stages of learning a new language (Supporting Newly Arrived Bilingual Pupils, 2010) children therefore may feel isolated. Strategies need to be implemented to ensure the basic needs of the child and their safety are being met (e.g teachers could design a buddy system). The Ecological Systems theory (Bronfenbrenner, 1979) believes that a person's development is effected by everything in their surrounding environment. In this case the

school (microsystem) is where the child would have the most contact, socially interacting with teachers and peers. However, for EAL children who have moved to a new school or in some cases a new country, may experience a cultural shock as it may not be what they see as the norm, they may be felt feeling confused and lonely, often resulting in low-self-esteem (Supporting Newly Arrived Bilingual Pupils, 2010).

The review of literature demonstrates that learning a new language can impact both academically and socially on their well-being. The role of the teacher is to implement strategies which best suit the child, to create an inclusive environment and give opportunities to learn and achieve.

Reflection

When I witnessed this critical incident, I was surprised, as I had never been in a school where there were pupils learning English as an additional language. I was amazed how scaffolding was being used between peers at a young age, as Child Z was used as a means of communication between the teacher and Child X, to try and diffuse the language barrier (see Appendix 5 for ARC and full reflection).

After observing the session, it made me reflect on issues that I may be faced and how to implement strategies. Reflection is an essential part of teaching and learning methodology in the classroom (Biesta, 2019). We need to reflect on our practice in order to place strategies to improve. Reflection allows professional and personal development as it extends our knowledge and understanding of pedagogical values and creating an inclusive environment for all learners (Professional standards for teaching and leadership, 2019).

Upon reflection and researching the intake of children entering school with little or no knowledge or understanding of the English language is very common. In Swansea (south/west Wales) there are currently 645 pupils in nursery, primary, middle and secondary school who are learning English as an additional language and are at stage A, new to English (Stats Wales, 2019). I touched upon possible effects this language barrier could have on a child's well-being therefore, it is essential teachers are made aware of the possible strategies and how to implement them within their classroom. Teachers need to provide EAL pupils with the platform to develop their language skills within the classroom.

Lightbrown and Spada (2006) suggest that the younger you are exposed to your second language the likelihood you are to achieve fluency and pronunciation, demonstrating the importance of the early years environment and the impact it has on literacy. The ideal environment would adopt a holistic approach within the classroom incorporating a range of strategies. A way in which I would implement this would be to set out pedagogical principles

where children are initiating their own learning using continuous provision within the indoor and outdoor classroom. I would designate parts of the classroom to support different areas of learning and enhance literacy (for example a provision to enhance literacy could be role play (supported by Estyn, 2017)).

One of the four purposes of Donaldson curriculum is to develop creative contributors and role play areas within classrooms can facilitate this. Linking to the class topic to help pupils use relevant language in context, allowing them to be creative and imaginative. The importance of play in early childhood has been highlighted throughout the curriculum at the foundation phase (supported by Piaget, 1970). Guilfoyle and Mistry (2013) found that role play is an effective tool to support the development of language and speech for EAL pupils at the Foundation phase. I believe it is important to create a safe environment for children to express themselves and encourage independency. One drawback to take into consideration, is the tendency to use their first language. To ensure they speak English I would use visual props and flash card prompts to create a meaningful context to them, and something that they can relate to (Pim, 2010).

I believe creating an opportunity for talk within the classroom is essential for pupils to develop their oracy skills, by using talking partners to model language amongst peers. I would use collaborative approaches where talk is central to learning, teaching strategies and scaffolding the pupils understanding again linking to topic work where they could apply what they have learnt, to really life contexts. I would use picture timetables to encourage emotional literacy (Weare 2003). Using visual support can help provide structure within the school day and improve confidence and understanding to avoid anxiety. As you can see from Figure 1 they have attached the English word to the picture. In this case I would also use the child's first language on the cards to help them connection between words. Where appropriate I would try to incorporate the L1 within the classroom, even if these are key words to support Cummins' (2000) work.



Figure 1: An example of a visual timetable. Image taken from the National Autistic Society. Available at: <https://www.autism.org.uk/about/strategies/visual-supports.aspx>

[Accessed on the 25th of October].

Without a common shared language, it is difficult to project conversation especially in a teaching classroom. To ensure basic needs and well-being are being met and diffusing the emotional barrier a strategy which has proven to show successful results alongside EAL children is Makaton. Research within the area has proven positive results by using this strategy to support EAL children (Mistry and Barnes 2013). Makaton is used as a means of communication before spoken language is developed, in this case teachers could use this as a means of communication among EAL pupils prior to the acquisition of speech. Reducing the pressure at the early stages of English development, could reduce frustration and improve behaviour in some pupils as they can still communicate (Supporting Newly Arrived Bilingual Pupils, 2010). Not only could it be an useful strategy for teacher and pupil, it could also be seen as a means of communication between peers and creating friendship groups. I believe the Makaton strategy would be useful as a means of assessment for learning, to ensure the child understands the work which is set. I would encourage pupils to take up after school clubs to encourage interaction with their peers outside of the classroom, to develop their speaking skills in a supportive environment. I would ensure to use the English language

when using Makaton, so children are familiarising themselves with English but more so that they do not become reliant on signing over speaking.

These are some strategies that can be implemented within planning for EAL children it is essential to assess the needs of the child to decide what strategies work best.

Conclusion

This assignment has enabled me to explore new strategies to teach English as an additional language. Through the new curriculum children are encouraged to develop their reading, listening, speaking and writing skills and are encouraged to learn multiple languages in order to learn cultures other than their own (Donaldson, 2015).

The professional standards for teaching and leadership in Wales (2019) are five professional standards which are key elements designed to move with you throughout your teaching profession. These standards are to ensure teachers develop the right skills to teach throughout their career. And, can benefit teachers in setting targets and moving forward.

The standards provide structure and guidance, gives teachers the confidence in their teaching. Gives the opportunity to evaluate through the learning passport, to see progression and own improvement. Reflecting on their own learning. Completing this assignment has highlighted the importance of reflection to ensure effective teaching methods are implemented within a classroom, and where we need to improve. These standards are here to challenge, support and inspire practitioners to be the best that they can be.

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Appendices:

Appendix 1- Observation notes Critical incident 1

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date: 2/10/19	
Lesson details: * Morning routine * Year 1 class * Teacher doing the register and dinner sheet	
Classroom culture (Are the students focused on learning?) * All pupils were sat on the carpet ready for teacher to take the register * Child X and child Z were sat together away from the group. * children had the opportunity to participate in classroom provision activities (e.g role play / creative area) before going to assembly.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) * No clear learning outcome as children had just walked in * Morning routine - hang up bag + coat - sit on carpet ready for register	
Direction (Are the students clear about what they are doing and how to do it well?) * Yes although the term had just not long started, children seemed to know what they were doing * Teacher trying to build on their independent skills, children hang their own bags and coats up.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) * children were quiet and ready for the morning * Child Z and child X were speaking, as they continued to speak I realised they were not speaking English. * When child X's name was said child Z would translate what the teacher was saying and respond back to the teacher when child X had told him what to say. * Both children were engaged however child X has no knowledge of the English language.	



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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?

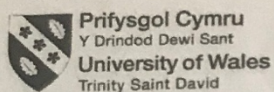
- * As this was during the morning session before assembly there was no clear learning outcome.
- * Children participated in provision activities which linked to the topic of the term 'happiness'.
- * There were challenges at these activities that children could complete to check their understanding.
- * This session was based more on self-evaluation than teacher.
- * With child X at each challenge there were picture step by steps to model what was needed to do. Although he could not read in English he could still participate by following the picture steps.

Specifics / Critical Incidents

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

- * Child X had no language ability therefore child Z was translating what the teacher was saying in ~~English~~ their shared language then responding ~~back~~ back to the teacher in English.
- * Child X stayed with child Z the whole time I was observing.
- Feeling of comfort possibly, surrounded by a language he's not familiar of (English).
- * Child X would often get up and walk around the class when the teacher was speaking, possibly because he does not understand what is going on. (Cultural shock?).
- * The teacher would give him visual aids when she saw he was becoming distracted (e.g. picture time-tables).
- * The teacher used a lot of hand gestures to try and understand what the child wanted.
- * She encouraged Child X and Child Z to work together (scaffolding learning).

Appendix 2- Observation notes critical incident 2



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19

Lesson details:

- * Children had a lesson on the importance of being safe online
- * Year 1 Class
- * All children were sat on the carpet

Classroom culture

(Are the students focused on learning?)

- * Students watched a video
- * Teacher spoke about online safety; what devices they had most of the class had iPads at home
- * After the discussion groups of children had to go and sit with the teacher to design an online safety poster.

Objectives

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

- L.O - To create an online safety poster, displaying 'don'ts' of online safety.
- Teacher also wanted the class to write a sentence at the bottom of the page (to enhance literacy).

Direction

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

- * Teacher would call out a group one at a time to do the work
- * They were in groups of 5.
- * Students stayed on track while supervised by the teacher
- * Other students had free choice from continuous classroom provision
 - Reading area
 - Maths area
 - Outdoor learning

Access and challenge

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

- * As they were in small groups teacher had all pupils engaged on the task.
- * As other pupils engaged in other provisions, children had challenges at each area, to keep them engaged. They were able to self and in some cases peer evaluate.



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Assessment

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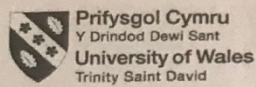
- * Asking questions after children watched the video
- * Making them watch the video again if they couldn't remember the answer
- * Asking what they know about online safety and then asking them again at the end of the lesson. (to see what they have learnt)
- * checking for understanding.
- * Again re-capping what they had learnt within their small groups.
- * The work was also a means of understanding to show they understood what they had learnt.

Specifics / Critical Incidents

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

- * When the teacher asked the class what provision they wanted to explore as an activity. Nobody chose to do maths. She said 'this always happens they never want to do maths'
→ could explore why they don't want to do maths, an negative experience?
- * Children had the choice to choose which activity they wanted to take part in. (could argue is choice always the best idea).
- * children being influenced by their friends, on what activities to take part in.

Appendix 3- Observation notes critical incident 3



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 8/10/19

Lesson details:

- * Year 1 Maths lesson
- * Pupils were at their desk
- * Teacher was showing an example of adding together 2 digit numbers.

Classroom culture

(Are the students focused on learning?)

- * Children listened to the example on the board.
- * Children were then given worksheets dependant on their ability to get on with.
- * Teacher would walk around the classroom to check everyone was on task and to offer any extra help.
- * TA worked on the table with the lower ability group.

Objectives

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

- L.O - To be able to add up 2 digit numbers

Direction

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

- * Most students were clear on what they were doing
- * Others asked for additional help/support.
- * Another group of pupils were on the laptops, to improve their numeracy skills.
- * TA offered support to the pupils on her desk.

Access and challenge

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

- * Yes, worksheets given out according to ability.
- * All students are challenged to their ability
- * Had the opportunity to try a harder worksheet once completed the first one they were given.



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Assessment

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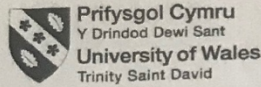
- * checking answers with pupils
- * class examples on the board.
- * Asking questions
- * self + peer evaluation.
- * Trial and error if they were wrong, they could go back and see if they could see the mistake and solve it again.

Specifics / Critical Incidents

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

- * Children were using a ruler to show workings out. ~~And~~ one child was messing around with the ruler and was disengaged while peers were completing the worksheet task.
- * He said to the TA 'I hate maths'.
- * Distracting his partner from working by talking them. Effected their learning.
- * That child was then moved to work on his own.

Appendix 4: Observation notes critical incident 4



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 8/10/19

Lesson details:

- * Year 1 class
- * Outdoor learning

Classroom culture

(Are the students focused on learning?)

- * All children were aware of the activity.
- * L.O was set out at the start.
- * Lesson took place in the forest at the bottom of the school
- * children have a forest school lesson every week, appropriate behaviour was shown.

Objectives

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

- L.O → To create a smelly potion.
(teacher encouraging senses)

Direction

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

- * children went to explore their surroundings to try and find materials for their potion.
- * They knew what was expected from them
- * And followed outdoor rules well
- * Positive behaviour.

Access and challenge

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

- * Most students were engaged.
- * The weather was bad and some children stayed by the trees as they did not want to get wet.



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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?

- * Learning outcome clearly set
- * Children were left to create their potion and to come up with a story to go with it.
- * At the end of the session each child presented their potion.
- * The teacher kept checking up on the pupils to ensure they were on task.

Specifics / Critical Incidents

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

- * It was raining when we were down in the forest, some of the children did not want to take part or join in. (Weather issue or might not like to get dirty).
- * Another child did not take part and for the whole lesson stayed by the side of the TA.
- * Children were all well behaved and respected the environment that they were in.
- * When the T.A encouraged a child to do the work by helping them collect materials, that child would go and find more. However once the T.A stopped and went to go and see the other children's work, this child would stop working.

Appendix 5- ARC for critical incident 1

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

Dyddiad/Date: 2/10/19.

Digwyddiad critigol (Ffocws)/Critical incident (focus): EAL children with no English acquisition

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	To begin with I was shocked as I had never been in a class with EAL children. I was amazed how scaffolding was happening at such a young age between Child X and Child Z. It made me think how hard it would be to start a new school with no knowledge in that language.
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?"	Child X had recently moved to the school with no language in English. Child X was learning English as an additional language. When the teacher would ask a question child Z would translate what the teacher was saying in their shared first language then, answer the teacher back in English. Child X stayed with child Z throughout the whole lesson. The teacher was using child Z as a means of communicating to child X.
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?"	To encourage child X and child Z to work together in group activities, if the child did not feel confident in asking the teacher, the child could then ask child Z. This will then help to reduce isolation as a peer friendship had been formed. The teacher encouraged both children to speak in their native language and to use English when they felt confident. Using hand gestures to ensure basic needs of the child were being met.
Casgliadau a chymau 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?"	I mentioned in the observational notes that when child X become distracted he'd walk around the classroom. This is understandable as the child does not understand what is going on. Possible strategies to help develop child X literacy could be through role play, using picture timetables matched with the English word so the child can start to make connections. Creating a safe environment for the child to try and speak English. Encourage to make new friendship groups and develop their own identity.
Y profiad newydd / Transformed experience	

Appendix 6- ARC for critical incident 2

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

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): choice of activity and attitudes towards activities

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I liked the fact that the children had a choice of what activities they wanted to undertake. I was shocked that teacher had said that nobody ever wants to go to the maths corner. It made me think about possible attitudes that children may have to maths, possible negative experience. It seemed like they would rather play than do a maths activity.
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?"	Children were given the choice of what activity they wanted to do while the teacher pulled one group at a time out of the session to complete a task.
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?"	I liked the fact children could make a choice to also develop their independence. However you could see how some people were influenced by what their peers had decided to do. To ensure effective teaching is being met challenges in these areas of learning may be an idea instead of worksheets.
Casgliadau a chymau 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?"	A possible strategy that could be incorporated would be maths challenges instead of worksheets. The challenges could use other materials that the children like to play with e.g. lego: who could make the tallest tower and then they would need to measure it. Moreover you could include numeracy in the other provision activities, so children are participating in maths ~~not~~ instead of sitting down doing a worksheet. Helping to make connections to the real world with cross-curricular links.
Y profiad newydd / Transformed experience	

Appendix 7- ARC for critical incident 3

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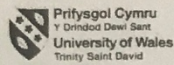
Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 8/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Attitude towards self and maths

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt quite sad when I heard the child say there was no point trying because he wasn't any good at maths. It made me think if he had a negative experience once before. As if he felt he was not good enough, so he was not even going to bother to try.
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?"	After the teacher demonstrated the technique on the board children went off and completed the worksheet. This particular child was sat on the table with the TA. After he got one question wrong he came disengaged within the lesson. After he became disengaged him began speaking to his partner. He was then moved to sit on his own.
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 worksheets according to ability was a good idea so everyone was challenged within their ability. Working with a teacher/ TA so when he becomes disengaged he can be put back on track. The TA started to show him where he went wrong, so he could learn from this.
Casgliadau a chymau 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?"	Using everyday objects to help him calculate the sum of something. Using a different method, maybe there is an easier method that the child could adopt. Making sure the child knows what is asked from them. Incorporating maths challenges within the classroom, to increase his confidence within maths. Once we relate something to the real world, the child might understand and grasp it at a deeper level.
Y profiad newydd / Transformed experience	

Appendix 8- ARC for critical incident 4



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

Dyddiad/Date: 8/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Lack of confidence in ones own work

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt as if the child was isolated at the beginning of the lesson as ~~she kept herself~~ the child would step back from the group. However, a couple of children asked if they wanted to work with them but did not want to. I then thought the weather might have impacted on the child's behaviour as participation might have been down to not wanting to get wet + dirty.
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?"	The child did not seem to want to take part within the lesson each child had a pot to fill to make up the potion. This child did not want to fill their pot and stood next to the TA. The T.A tried to encourage the child to explore by picking up leaves and grass. When the T.A began to help he went and gathered materials when she walked away to see what the other children were doing the child stopped working.
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?"	I thought it was a good idea how the T.A was encouraging the child to work by working with them, and getting them to participate. However this needs to be done in small amounts if a child knows she is going to have that help and support they might rely on them. which could effect her confidence and independence.
Casgliadau a chymau 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?"	Maybe the teacher could set small targets so the child could have a sense like they have completed something. Buddying up the child with another group and encouraging group work among peers. Teachers could encourage independence and the importance of it. Encourage positive reinforcement and praise.
Y profiad newydd / Transformed experience	

Appendix 9: [REDACTED] school handbook 2019, statistics