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

3976

INTRODUCTION

Welsh performance has recently come under fire with lengthy criticism from education standard agencies. With PISA results at an all-time low (PISA, 2016) and Estyn reports indicating significant improvement needed (Estyn, 2017), a new curriculum (Donaldson, 2015) intends a complete overhaul on the current Welsh curriculum (Welsh Government, 2008) with the learner and their well-being at the centre;

> "all schools…benefit from those who promote emotional well-being."
> (Mulvenney, 2017)

Learners and teachers have, until now, followed a strict, structured path of learning on the 2008 Welsh curriculum. Subjects and their content have been largely unconnected with no emphasis on cross-curricular importance. Similarly, subject matter has also been precisely structured, allowing teachers very little room for deviation in their lessons. This has thus-far provided all learners the same experiences in school and has allowed for student abilities to be benchmarked using outdated key stages, based on outdated theories of child developmental stages (Piaget, 1936). Clearly, this approach is failing us, and students and teachers alike are not being supported efficiently with the information needed to succeed.

With a far more holistic approach to education in mind, the Successful Futures document outlines that the restructure must encourage children but also "enable them to achieve" (Donaldson, 2015, p.10). Alongside poor economic factors and lack of funding (Welsh Government, 2018), Welsh students have found it difficult to prosper, especially learners are also faced with other difficulties such as Additional learning Needs (ALN; the new legislated term replacing and encompassing the previously used SEN and LDD (Welsh Government, 2018)).

Whilst roughly "23% of all learners…in Wales have SEN" (Welsh Government, 2018) it is vitally important that we explore if enough is being done to support ALN learners based on school observations, and if these experiences can be improved within the new curriculum.

OBSERVATION & METHODOLOGY

In order to ensure the school and students' rights to anonymity are maintained (BERA, 2018 p.20), the school name will be redacted. To ensure minimal disruption, this was a non-participant observation, and no recording or documenting was used around the learners. This was to ensure the most natural possible learning environment for the students, with learners unaware of what was being documented, so as not to influence their behaviour. This also meant no consent was required from parents or the school for the observation to take place (BERA, 2018).

Four separate observations were recorded however one will be the main focus of this essay; Observation 1 (see Observation 1 Field Notes and ARC sheets in appendices).

The observation took place in a Year 8, mixed ability English lesson of 31 students. Students had previously read Private Peaceful and were now being shown how to analyse the text.

The starter was a short exercise for students to grasp the correct terminology for successful analysis. The main task was then shown, the method explained, learning objectives remained on the board throughout, and an example model answer was completed as a class. Students then worked individually to analyse an extract given to the students by the teacher, and feedback was regularly given as the teacher circulated the room, and model examples were provided for guidance.

The teacher was aware of potential barriers to learning within the class, and so a seating plan was enforced with a suspected ALN student within clear view of the teacher's positioning. known for disruptive behaviour were also placed in close proximity to a Teaching Assistant (TA) so as to deter learning disruption.

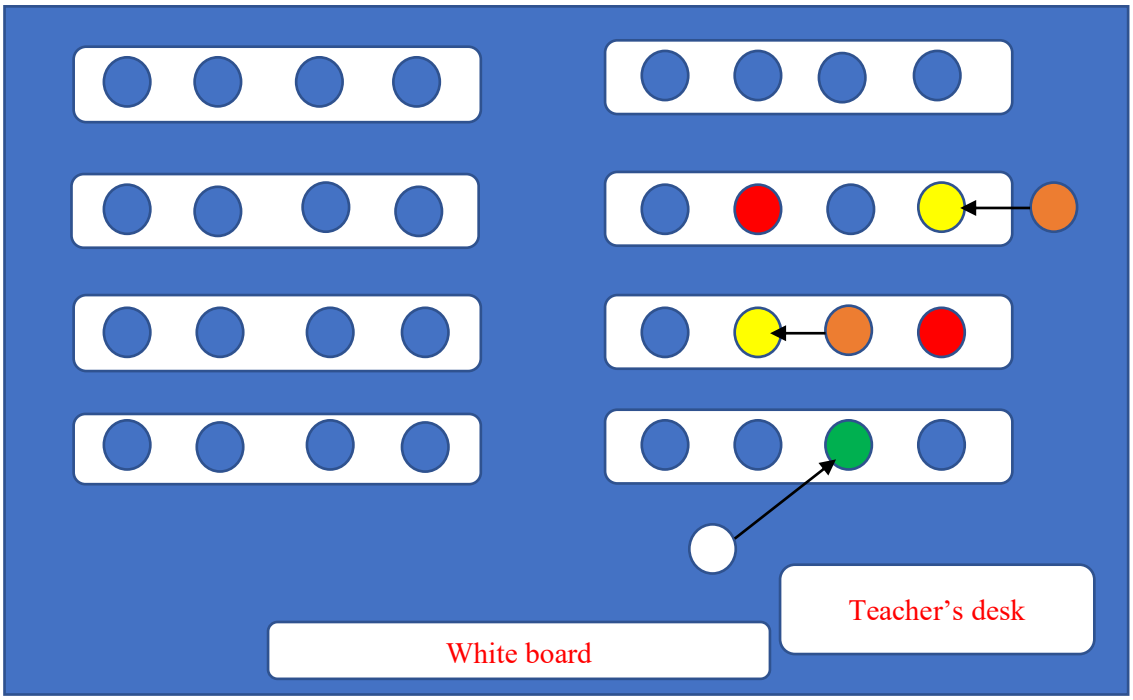


Figure 1 above shows the sociogram (see Banerjee) of Observation 1; the interaction of teaching staff with ALN students during the lesson. The key below identifies the roles within the classroom.

- Teacher
- Pupil to which the critical incident applies
- Teaching Assistants (TAs)
- Pupils receiving TA support
- Disruptive pupils
- Students
- Observer

For context, the school and sixth form is located in an urban area of Swansea, with 1,700 students. Just over 6% of learners are eligible for free school meals: significantly lower than the national average of 17%. Around 12% of the pupils have an identified ALN, whilst only 1.7% have received statementing ([Name redacted for anonymity] School Summary, 2018; Estyn, 2018).

The school is currently a pioneer school, working closely with the Welsh Government to develop the new curriculum. In 2015 this school implemented a revised curriculum up to KS3 with Donaldson's recommendations (Welsh Government, 2019 p.6) at the heart. The school performs exceptionally, regularly achieving 'excellent' across all investigation areas (Estyn, 2005, 2011, 2018), implying that most students are "ambitious and capable learners" (Donaldson, 2015).

In order to collect data for this particular observation, one of two methods seem most appropriate; a case study method (Creswell, 1994) or a critical incident technique (as defined initially by Flanagan (1954) and later developed by Creswell (1998) (see Butterfield *et al*, 2005).

A case study would have been the ideal methodology as advantages include extensive detail to be observed whilst gaining "illustrative and illuminating" results (Wellington, 2015 p.174).

It could also be argued that a case study is very similar to that of a critical incident technique as both are problem solving methods in order to further analyse findings. So the advantages of case studies can also apply to the critical incident method, however the same depth of understanding may not be reached.

Field note sheets were adapted from Fletcher-Wood (2016 p.125) and used to record the observations in order to prompt further questioning, similar to those used in example in Keatinge (2002, p.34 - 35). These, along with ARC (Assisted Reflective Conclusions) sheets, devised using Gibb's reflective cycle (Dye, 2011), are attached to the appendices.

In this particular observation, the incident was observed of a student receiving additional support from the teacher during the lesson; a somewhat typical incident on the surface. However, when explored further, the incident soon becomes far more critical (Tripp, 1993 p.25). It is through this critical incident that we can now explore a "particular feature" of the incident further (Cohen *et al.* 2013 p.551; Kumar, 2014, p.155).

Having had a conversation with the teacher after the lesson, they explained the extra support they provided the individual at the front was because the child is suspected ALN but has no statementing. By school policy and current legislation (Snap Cymru, 2019), a student is not entitled to TA support in lessons without a statement. Reflecting on the most recent Estyn report (2018), only 12% of pupils have ALN but only a mere 1.7% of the students have statements and are entitled to extra support. This raises the question; is enough being done to identify barriers to learning (Success in Schools, unknown) within the classroom, and are ALN pupils in Welsh classrooms being sufficiently supported? This question is why I chose to focus on this particular event for further analysis.

FOUR PURPOSES

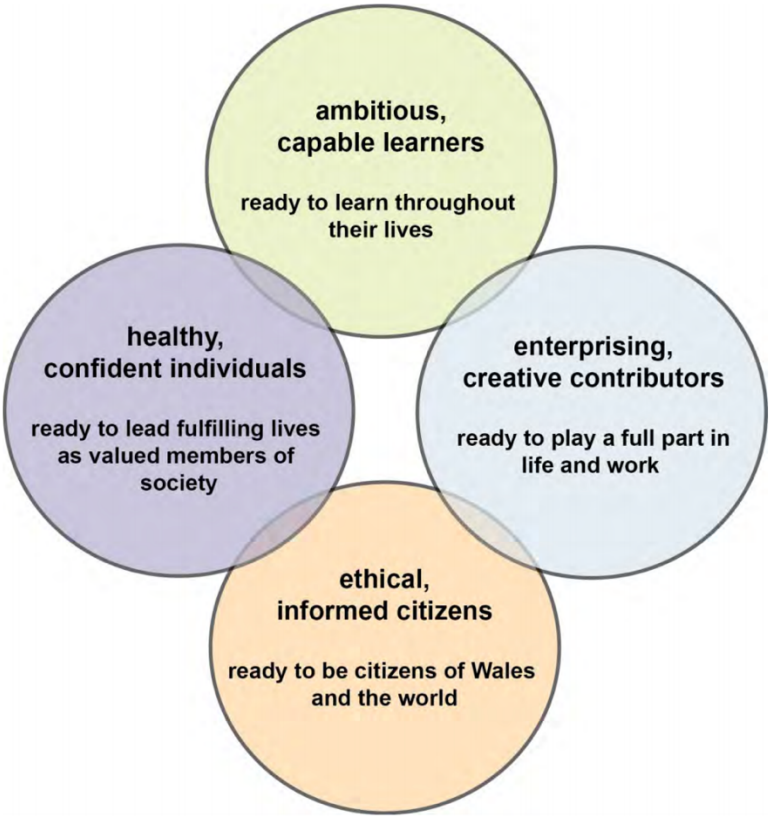


Figure 2, taken from *Pioneer Schools* (Welsh Government, 2015), shows an overview of Donaldson's Four Purposes.

Donaldson's Four Purposes (also referred to as the Four Principles) stipulates the qualities that each individual learner should possess in order to succeed in education. The new curriculum reform has these four purposes as it's basis, and these are be considered with every new development.

Estyn's most recent report for the observation school noted that the majority of pupils were "enthusiastic, ambitious and resilient learners" (2018, p.2) which mirrors Donaldson's first principle: "ambitious and capable learners". As a pioneer school, the school has clearly successfully devised a scheme of work in accordance with the new reform, and results for A-A* grades at KS4 have increased annually ([redacted] School Summary, 2017). Comparing these results with other secondary schools in Wales, including other pioneer schools, this particular school stands out

as one of the higher achieving institutions for secondary education in Wales (Estyn, 2016; 2019).

Donaldson's curriculum reform also allows teachers to become curriculum leaders, tailoring their lessons to their learner's abilities and interests. Focus has shifted to "wider national and societal needs, including those of learners, communities and the economy" (Welsh Government, p.6), shaping Welsh students to be "ethical, informed citizens" (Donaldson, 2015) amongst their communities and the World.

Assessments will also change for learners, with focus now being far more tailored to what a student can do, opposed to what they cannot (Welsh Government, 2018). In order to achieve this, phases and stages are removed and a far more continuum flow of learning for those ages 3 – 16 will be introduced (Welsh Government, 2019 p.4) however formative assessment will still remain key (Welsh Government, 2019 p.8). This has clearly proved successful for this pioneer school, as results have continued to increase since implementation of the new curriculum. ([redacted] School Summary, 2017).

One area that thus far seemingly remains unconsidered, is that on ALN and how the new curriculum supports students, particularly those un-statemented. We already know that current legislation means schools do not have to provide 1 – to – 1 support for these individuals as would be enforced by the Local Authority (LA) in regard to statemented ALN pupils. So how are suspected ALN learners gaining from the reform, if they are to gain at all?

In the Agreement between the First Minister and the Minister for Education, Kirsty Williams has promised to deliver "ambitious, progressive and innovative" (Welsh Government, 2018 p.1) change to higher and further education in Wales. Whilst a positive document with improvement of standards as the focus, strangely there is no mention of ALN within the agreement (Welsh Government, 2018 p.3). What is more concerning, only a few months prior to the writing of this agreement, the Welsh Government implemented new Bill to give more protection to those identifying with ALN (the Additional Learning Needs and Education Tribunal (Wales)

Act 2018). If the need to address ALN is big enough to warrant legislation changes, then surely there should be mention of these changes as a priority from the Education Minister within her agreement to improve education standards? There almost seem to be a lack of urgency to address the much required supporting of ALN students.

With the focus of the reform being to improve student welfare and their learning experience so they might become “ambitious and capable learners” (Donaldson, 2018) it is worth considering how this is to improve when statistics show the amount of ALN students has increased from one in five learners (Dauncey, 2016) to almost a quarter of students (Welsh Government, 2019). Is enough being done?

LITERATURE REVIEW

In order to decide if enough is being done to support ALN pupils, it is first important to explore how ALN has been perceived in education previously.

The definition of ALN (or previously SEN) has always been open to interpretation. First addressed in the Education Act 1981, SEN is legally defined as “learning problems or disabilities that make it harder for them to learn than most children the same age.” (Education Act 2002). As is sometimes the case with legal definitions, this description of SEN is “not an overarching label that agrees definition” (NASUWT, 2008 p.9). Being quite vague and open to interpretation, the definition allows for each school and every LA to construe it differently, meaning there is the potential for a lot of varying practice.

ALN has also been described as a “construct that is used to explain notable differences in rates of pupil progress in relation to a benchmark” (NASUWT, 2008 p.9). In this particular context, the benchmark in question is that of the key stages that we currently have implemented within the national curriculum.

Taking this into consideration, it is not difficult to understand why there are so many conflicting views on how ALN should be addressed within education.

Consensus is also divided with how ALN students should be treated within a learning context; Is inclusion within a mainstream setting better or is differentiation between student abilities and the introduction of specialised units better in supporting ALN learners?

The principles of inclusion was first defined by Warnock (1978) before being integrated into the Education Act 1981. Gibson and Blandford (2005) later paved the way for developed on local authorities' policies regarding integration, providing that ALN students should be included in mainstream settings where possible.

The National Association of Schoolmasters Union of Women Teachers (NASUWT) found that the benefits of inclusion were mutually positive (Thomas, G and Loxley, A, 2007), allowing ALN pupils to benefit from the social interaction of a mainstream setting, whilst allowing the average pupil to benefit from an understanding of ALN and dissuaded prejudice (2008, p.57) allowing them to become "ethical and informed citizens" (Donaldson, 2015).

This is vitally important when considering an ALN pupil's welfare within school.

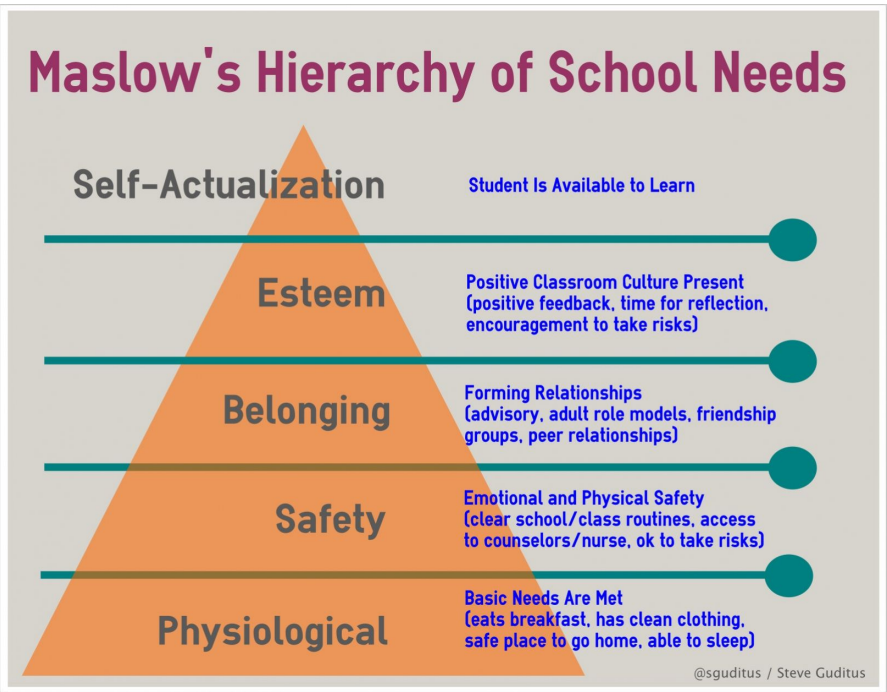


Figure 3 shows Maslow's theory of the needs of a student that must be satisfied before learning can occur.

In order for a student to be available to learn, high self-esteem and belonging must be felt by the student. How then can an ALN student, statemented or otherwise, who is differentiated based on their lower abilities than their peers and told to study within a specialised unit, be expected to succeed when it is arguable that their very basic emotional safety needs aren't being satisfied?

Linking back to the critical incident observed, all of the suspected ALN pupils within the observation were all included within the classroom and not differentiated by their ability. They all had access to the same lesson, from the same teacher, allowing them to have a fair and equal experience of the learning, whilst having it tailored to their abilities; 2 pupils had 1-on-1 TAs and the un-statemented student had extra support from the main class teacher. Due to the inclusion, they also were allowed to feel a sense of emotional safety, and belonging, allowing for a high self-esteem to be achieved, so Maslow's hierarchy was also satisfied, and learning took place. The same outcome may not have happened if differentiation were to have happened within this classroom and the benefits of inclusion were obvious here.

There are of course contradictions to inclusion. How exactly successful inclusion is evaluated is a talking point (OFSTED, unknown). Should the outcomes be based on short or long-term outcomes? (NASUWT, 2008 p.17). With the success of inclusion being difficult to measure, other than the obvious ethical benefits to both mainstream and ALN students, there is argument against it.

Some dissuade the idea of inclusion and promote the idea of differentiation; special schools are a better suited environment for ALN students so that the learning environment for mainstream students is not disrupted (Croll and Moses, 2000).

Others argue that a "temporary withdrawal" for ALN students is of benefit, allowing them to study in a mainstream setting, and step-out to a specialised setting when further, specific support is required (Hornby, 2001; O'Brien, 2001; NASUWT, 2008).

Critics have also argued that student learning is improved with differentiated instruction (Tomlinson, 1999; 2000) and that differentiation happens commonly within the practice of teaching (Rice, 2012). This does not necessarily mean that in order to differentiate a child's learning, they are placed into a special education setting. Differentiation can occur within a mixed ability classroom (NATSUW, 2008).

O'Brien and Guiney argue that differentiation is considered a "buzzword" amongst the teaching profession, with teachers not wanting to admit they use it (2001). They also state that differentiation, when used correctly, will include all and not cater to the more able pupils (2001, p.4). In order words, so long as the teacher caters to all the common needs of a class first and foremost, differentiation is positive when distinct and individual needs are then considered (2001, p.15).

It could be argued that the teacher, during the critical incident observation, was using differentiation techniques; the teacher provided the same lesson to all students, catering to the common needs of the class, whilst then later addressing the individualistic need of the suspected ALN pupil by providing further support.

If this were to be the case, it was of a clear advantage to the student; he learned the same lesson content amongst the same setting as his peers, allowing his Learning Needs (see Figure 3) to be met and learning still occurred.

When explained in this context, it's hard to deny that differentiation in some settings would be suitable, if used appropriately. It could be argued though that mainstream students are then not shown the same amount of support within a lesson, which detracts for their learning. So, how can the ethical issues of differentiation, such as issues of fairness, be justified? (Jackson and Evans, 2017 p.14)

Differentiation in the way we approach questioning within low ability students can also build confidence (O'Brien and Guiney, 2001 p.72). In focusing on getting ALN learners to respond in any way that they can, rather than worrying about the quality of their initial answer (which can always be built upon and developed further by the teacher or other students) this can allow a student to gain confidence in their approach to learning. This is vitally important, as esteem can be low in ALN learners

if they believe they're not as capable as their classmates. This approach also satisfies Maslow's theory of learner's needs (Figure 3).

It is easy to see why the arguments for and against differentiation are so conflicting; there are clear benefits to both approaches and learners can gain in both approaches if they are to be conducted properly. O'Brien and Guiney's argument for differentiation form strong, valid points and provide sound advice for teachers who are nervous around the term differentiation. This is especially true in regard to teachers who aren't quite sure how to support ALN students with differing abilities and needs. It is also worth noting that a new teacher, more specifically a PGCE student or an NQT, will have very limited experience of ALN; very little of the PGCE teaching covers ALN and there is certainly not a core module in this area. The majority of ALN experience will be learned on the job or undertaken as an additional interest to the teacher (NATSUW, 2008). With this in mind, it's important not to dismiss the advice of experts and to vary your approach with students who aren't reaching their full potential.

REFLECTION, EVALUATION & NEXT STEPS

The ARC models that were used in the observation are similar in format to that of Gibb's reflective cycle (1988). Similarly, the prompt questions allow consideration for feelings, the aspects of the incident, evaluation and conclusions in relation to the critical incident. Here the incident will be explored in order to provide a solution for a transformed experience.

The focus of this section is purely in regard to findings in Observation 1, all other observations should be discarded (see Observation 1 in appendices).

The response to the critical incident is very positive; the teacher effectively provided tailored and specialised support for a suspected ALN learner who was struggling with the lesson content. The starter task was displayed on the board as the students arrived at the classroom, and the pupils were met and greeted at the door as they entered promoting respect and a sensible, calm learning environment.

A set seating plan also allowed for minimal disruption upon entering the room, so students were free to immediately prepare for the task on the board. This was completed as a class and provided the students with the appropriate terminology that they needed to successfully complete the main task of the lesson. Perfect example answers were modelled by the teacher and their understanding was checked before allowing the class to work independently. The learning objectives were displayed on the board for all to see during the completion of the main task so students could see the expectation of the lesson. This allowed for the 'normal' learners to have a clearly instructed task to follow whilst the teacher provided 1-to-1 additional support to the suspected ALN learner in order to ensure they understood the task. The teacher also circulated the class so that behaviour was controlled, pupils stayed on task and work was checked regularly to confirm understanding.

Upon reflection, it could be argued that there was a mix of inclusion and differentiation displayed within the observation. The inclusion is apparent as the students were not differentiated by ability as was observed within other subjects (see Observation 4 in appendices). It could be suggested that the teacher displays differentiation tactics (O'Brien and Guiney, 2001) in order to provide the additional support to the suspected ALN student; the content is tailored to one particular learner to ensure they have the best learning experience possible within the class.

It must be noted that this is a very capable teacher with several years of experience teaching this class personally and whom is also well established within the school. Not every teacher would be able to reflect the same level of expertise with handling immediately amongst this class so the importance of the teacher to student relationship should be noted in regard to behaviour management and respect. This is also important as the teacher knows the suspected ALN student well and is aware of their abilities. This allows for much better personalised support with the individual, and a far more natural, discrete differentiation so as not to draw attention to the student and ensure their esteem remains high and Maslow's Hierarchical Needs continue to be met (see Figure 3). The teacher's skill during this observation truly provided for aspirational targets and gave great inspiration to take forward in future lessons.

With that said, the skill of the teacher provided little room for critique in regard to providing an improved experience. What can be commented on was that the presence of the TA staff was a positive influence on the disruptive students amongst the class and incorporating them into the seating plan proved a further aid.

In finding further solutions, it should be considered why the child remains un-statemented if they are known to the teacher to have ALN. This should be explored further in order to achieve better student support; a TA could benefit the learner whilst providing lesser workload to the teacher, something which is reflected in the aims of the new curriculum reform (Welsh Government, 2018).

CONCLUSION

The positivity of the observation bodes well for the future of student learning at this school; the lesson reflected the expectation of a pioneer school and it is not difficult to recognise how the school regularly attains outstanding reports (Estyn, 2012, 2015, 2019).

The school is doing well to echo the expectations set out in the Professional Standards for Teaching and Leadership (Welsh Government, 2019). With pedagogy as the most important standard, it's clear the teacher satisfied the conditions set by this principle, allowing learners to be "ambitious and capable" (see Figure 2 – Donaldson's Four Principles) whilst being conscious of their wellbeing by promoting elements of both inclusion and differentiation. This approach leads to successful pedagogy and even more successful student learning and wellbeing.

Ensuring further personal development is also key within teaching; professional learning is essential, ensuring continual growth. This standard is particularly relevant to Observation 1 (see Observation 1 in appendices) as ALN is not a compulsory module within any part of teacher training. With almost a quarter of all students identifying as ALN, it is a teacher's responsibility to educate themselves on suitable teaching for these learners as well as striving to improve their pedagogy

throughout their careers. This is successfully achieved through continual reflection such as that laid out in Gibb's reflective cycle (1988).

The 2022 curriculum (Donaldson, 2015; Welsh Government, 2018) allows for teachers to operate a lot more independently, enabling them to set their own assessments and therefore lesson content based on the learner's abilities (Welsh Government, 2018 p.16) This is another reason for teachers to take ownership over their own pedagogy and strive for continual improvement.

In conclusion, the teachers of today must be reflective, resilient and innovative in their approach to pedagogy.

APPENDICES

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Observation 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 – observation 1.

(Questions adapted from Fletcher Wood (2016)

Date: 2/10/19

Lesson details: Mixed ability class – not differentiated as ability, organised by their form class/group. Year 8 class, English subject, 31 pupils in class.

Classroom culture
(Are the students focused on learning?)
The majority are focused and engaged – the main task is quite a high ability task and students don't seem to be struggling.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Very clear. Learning objectives were clearly set on the power point display at the beginning of the lesson and the main task links directly to the starter task.

Direction
(Are the students clear about what they are doing and how to do it well?)
Very clear – the task along with learning objectives are clearly displayed at the board, alongside a hard-out. The teacher has modelled perfect examples, and no questions were asked for further clarification.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
Some more than others, all seem to be able to complete the task to a high standard, however one individual seems to be struggling. 2 are disrupting the learning.

Assessment
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Students are selected at random to give answers, working on a perfect model answer before working individually on a task. This is then marked by teacher

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

- 2 individuals disrupting the learning and needing constant addressing from TAs and the class teacher.
- One individual struggling with the lesson content, the teacher suspects ALN however student is undiagnosed and unstatemented, so no extra support provided.
- hands up and no back down questioning techniques used
- strict seating plan arranged by teacher.

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Model Beirniad Wedi Adfyfyrio (BWA)

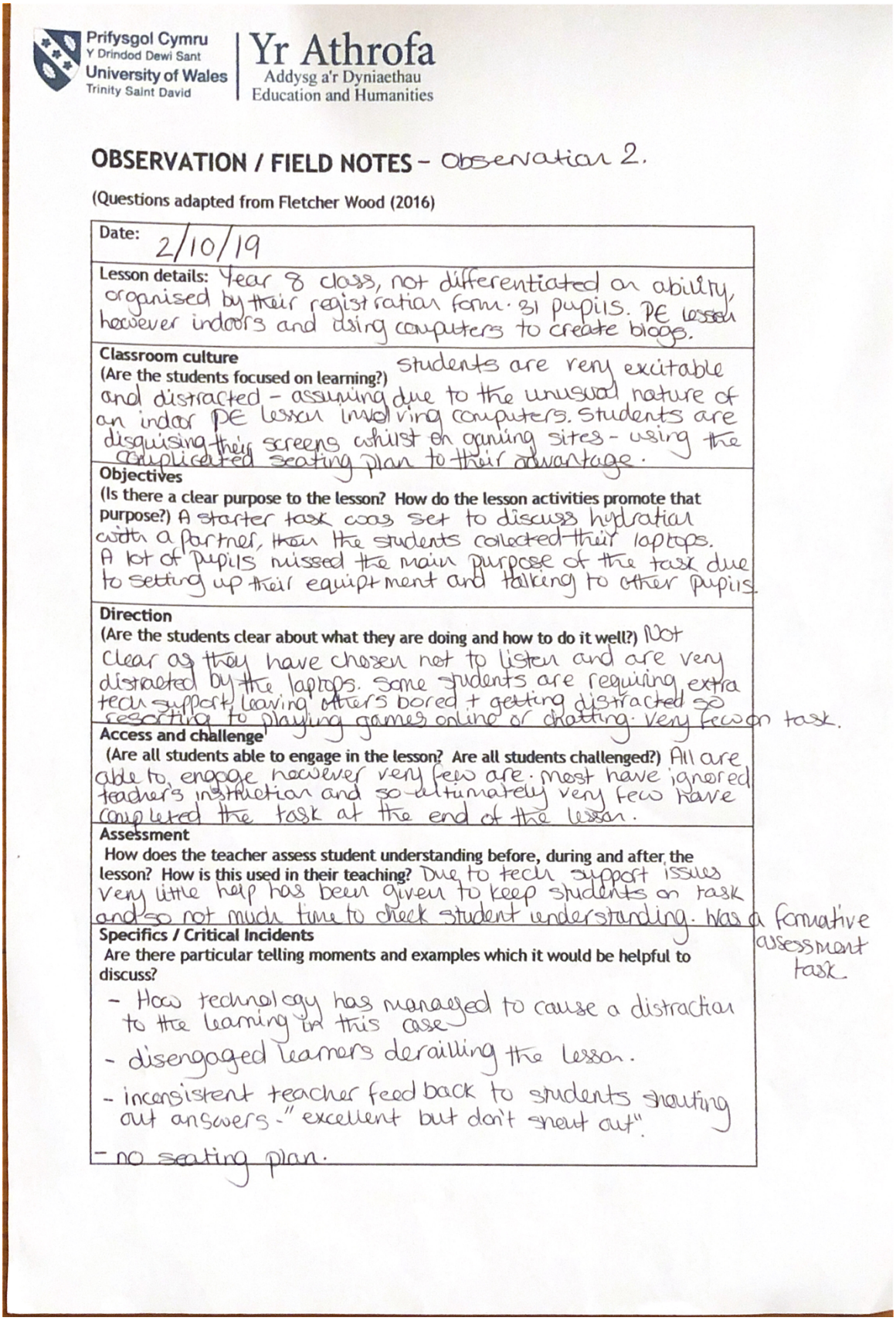
Assisted Reflective Conclusions (ARC) Model - Observation 1.

Dyddiad/*Date:* 2/10/19

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

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	Very positive. The teacher delivered a very clear lesson with students being aware of all learning outcomes at the beginning. They also effectively controlled the disruptive students whilst teaching others and providing extensive 1-on-1 support to an individual.
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?"*	- Suspected ALN, impeded learning - Teacher provided differentiated support - is this fair? - inclusion - the pupil is likely to have a higher esteem - maslow's hierachy - behavioural management required within the class, promotes a lack of learning - disruptive.
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 effective delivery of the lesson - clear starter, linked directly to main task, and learning objectives were clear to students from the beginning. Behaviour management was very effective. TA support continued for other 2 statemented individuals.
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?"*	Reasons as to why the unstatemented child is not statemented should be explored - child should be investigated 1-on-1 support for this individual would benefit the scenario.
Y profiad newydd / *Transformed experience*	

Observation 2



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OBSERVATION / FIELD NOTES – Observation 2.

(Questions adapted from Fletcher Wood (2016)

Date: 2/10/19

Lesson details: Year 8 class, not differentiated on ability, organised by their registration form. 31 pupils. PE lesson however indoors and using computers to create blogs.

Classroom culture
(Are the students focused on learning?) Students are very excitable and distracted – assuming due to the unusual nature of an indoor PE lesson involving computers. Students are disguising their screens whilst on gaming sites – using the complicated seating plan to their advantage.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) A starter task was set to discuss hydration with a partner, then the students collected their laptops. A lot of pupils missed the main purpose of the task due to setting up their equipment and talking to other pupils.

Direction
(Are the students clear about what they are doing and how to do it well?) Not clear as they have chosen not to listen and are very distracted by the laptops. Some students are requiring extra tech support leaving others bored + getting distracted so resorting to playing games online or chatting. Very few on task.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?) All are able to engage however very few are. Most have ignored teacher's instruction and so ultimately very few have completed the task at the end of the lesson.

Assessment
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Due to tech support issues very little help has been given to keep students on task and so not much time to check student understanding. Was a formative assessment task.

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

- How technology has managed to cause a distraction to the learning in this case
- disengaged learners derailing the lesson.
- inconsistent teacher feedback to students shouting out answers – "excellent but don't shout out".
- no seating plan.

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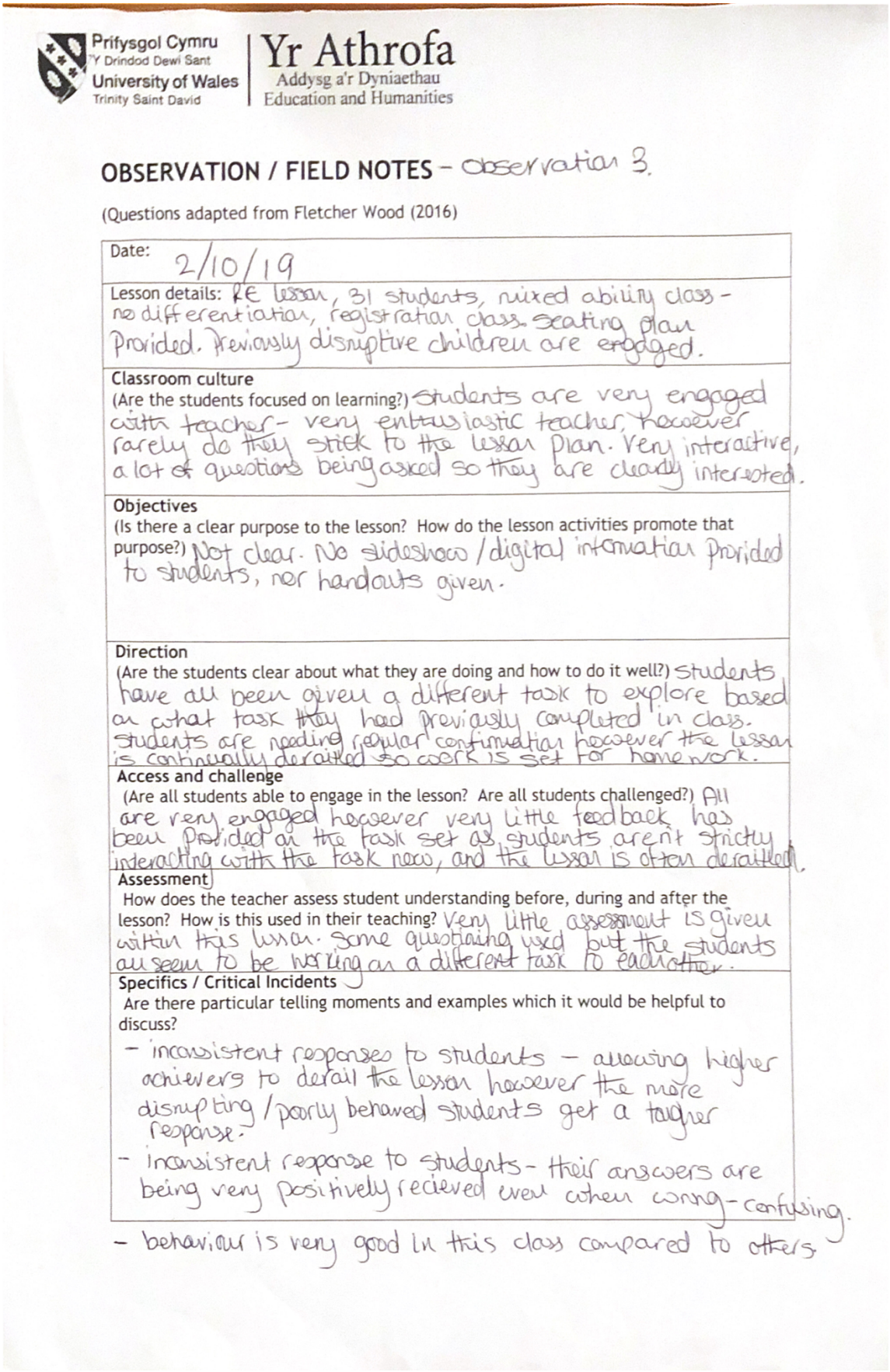
Assisted Reflective Conclusions (ARC) Model – Observation 2.

Dyddiad/*Date*: 2/10/19

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

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	Conflicted. Students were difficult to manage and the task should have been completed within the lesson, however wasn't and so now will take up a further lesson in future. Was also a formative assessment 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?"*	- lack of classroom management - circumstancial - a lot of 1-on-1 support required - distractions to learning - class contained mixed abilities - disruptive pupils present. - NQT - yet to bond with this 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 task set by the teacher was really interesting and allowed for digital competency and oracy to be explored – very positively and effectively ties in with the new Donaldson curriculum aims and principles - "creative and enterprising contributors".
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?"*	Computers should be blocked from accessing specific gaming websites that were in use during the lesson. A different classroom layout where the teacher could easily view their screens would benefit the teacher. Stronger/stricter behaviour management for disruptive students.
Y profiad newydd / *Transformed experience*	

Observation 3



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OBSERVATION / FIELD NOTES – observation 3.

(Questions adapted from Fletcher Wood (2016)

Date: 2/10/19

Lesson details: RE lesson, 31 students, mixed ability class - no differentiation, registration class. Seating plan Provided. Previously disruptive children are engaged.

Classroom culture
(Are the students focused on learning?) Students are very engaged with teacher - very enthusiastic teacher, however rarely do they stick to the lesson plan. Very interactive, a lot of questions being asked so they are clearly interested.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Not clear. No slideshow / digital information provided to students, nor handouts given.

Direction
(Are the students clear about what they are doing and how to do it well?) Students have all been given a different task to explore based on what task they had previously completed in class. Students are needing regular confirmation however the lesson is continually derailed so work is set for homework.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?) All are very engaged however very little feedback has been provided on the task set as students aren't strictly interacting with the task now, and the lesson is often derailed.

Assessment
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Very little assessment is given within this lesson. Some questioning used but the students all seem to be working on a different task to each other.

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

- inconsistent responses to students – allowing higher achievers to derail the lesson however the more disrupting / poorly behaved students get a tougher response.
- inconsistent response to students - their answers are being very positively recieved even when wrong - confusing.
- behaviour is very good in this class compared to others

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Assisted Reflective Conclusions (ARC) Model – Observation 3.

Dyddiad/*Date*: 2/10/19

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

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	Positive. The teacher promoted a very engaging environment where students were free to ask questions and learn what they were interested in - not told what to focus on.
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 bonded well with students, established in their role, - seating plan arranged disruptive students at the front - TA support present for ALN students - lack of clarity for main topic.
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 same approach allows for "ambitious and capable learners" to be achieved within this class. Inquisitiveness was in every student which links directly to the new curriculums aims.
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?"*	More precise feedback to students - clarifying when they were wrong and explaining why so they don't take false information away from the lesson and further into their studies. A slightly more rigid lesson plan with clearer objective set so assessments + feedback is more uniform for students so that it is easier for the teacher to identify their student's abilities and benchmark their success against the other learners in the same class.
Y profiad newydd / *Transformed experience*	

Observation 4

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OBSERVATION / FIELD NOTES – Observation 4.

(Questions adapted from Fletcher Wood (2016)

Date: 2/10/19

Lesson details: last lesson before lunch. Class is differentiated on ability - medium to high maths class. 34 students.

Classroom culture
(Are the students focused on learning?) Not too focused, lots of chatting, teacher is new to the school so could explain why there are boundaries being tested by pupils when teacher is trying to behaviour manage.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Very clear - students were given a model ans to follow on the board for starter, then handed a task sheet to fill out in the lesson.

Direction
(Are the students clear about what they are doing and how to do it well?) Very clear on the task however behaviour is some what poor in the class, and the teacher is struggling to progress due to constant chatting and disruption.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?) Some students are requiring a fair bit of 1-to-1 during the lesson, whilst others have finished very quickly with no extension tasks set.

Assessment
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? All students contributed to a model question given as the class starter. the work sheets provided will be collected and marked at the end of the lesson.

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

- MAT students and their potential to get bored when no extension tasks are set.
- disruptive students derailing the learning - Proved to be MAT students in some cases.
- relaxed behaviour management
- due to a lot on 1-on-1 attention being given, some students waited 10+ minutes with hands up before their questions were addressed.

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Assisted Reflective Conclusions (ARC) Model - Observation 4.

Dyddiad/*Date:* 2/10/19

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

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	Learning was successful and well promoted, however more extension tasks could have been set to encourage more engagement.
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?"*	- MAT students bored, caused more disruption than the usually disruptive students - ~~mixed~~ ability differentiated class. - 1-on-1 support from main teacher meant response times to students with questions was long.
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?"*	Effective starter with model answer very well explained and all students knew how to continue before main task was provided. main task was well explained. Regular check-ins from teacher to ensure understanding.
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?"*	longer ~~extn~~ tasks along with extension material so MAT students are continually engaged. Teacher positioning within the class could have been more central, at the front, so that students with questions can be seen and addressed soon.
Y profiad newydd / *Transformed experience*	