

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group:

28/09/22

Year 5

9:30am

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

- Year 5 class. First lesson, straight after assembly.
- Maths lesson- rounding decimal places to the nearest whole number
- 30 children, 1 teacher
- Children work on tables in groups of 6 (2 more-able children, 2 able-children, 2 less-able children) teacher finds this grouping works best as all children can help support one another in different ways
- Each child has a tray under their desk that have all their resources in
- Bright displays on the walls
- For this lesson a worksheet was used via an iPad or laptop on Google Classroom. Worksheets for easy/medium/hard instead were labelled medium, hot and spicy
- Children were allowed to chose any 3 of the worksheets provided based on their confidence to complete it
- Children used traffic light codes, green, amber and red to mark their own work on how well they thought the activity went for example if they found it strightforwad and easy to complete a green traffic light would be used

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

At the beginning of the lesson Teacher X stood at the front of the class and held a 10 minute recap session on how the children round decimal numbers to the nearest whole. During which Teacher X would ask the class a number of questions such as “who can tell me how to....”, children sat quietly with their hand up would be allowed to answer the question. However, Child A sat at the back of the classroom seemed to show little interest in the questions posed and was playing with a pencil case. Instead of asking children with their hand up this time, as there were many children engaged sat with their hand up willing to respond Teacher X asked Child A who did not have their hand up, it was clear Child A could not answer the question as they were not paying attention. Teacher X responded in saying “pay attention please”.

Areas of possible exploration: what you think could be” under the hood” in these incidents?

What avenues of research could you consider?

I think possible areas of exploration for this critical incident can be behaviour management and pupil engagement as the teacher addressed a child who made it very aware they were not engaged within the lesson.

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

This particular maths lesson took place first lesson, therefore a lot of children seemed to be engaged. The classroom environment was quiet and there were little to no distractions obvious within the observation.

Record 2

Date and time, year group:

28/09/22

Year 1

1:30pm

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

- Year 1 class. First afternoon session straight after lunch
- 30 children, 1 teacher, 1 learning support officer (LSO).
- Classroom full of bright coloured wall displays
- 2 half circle tables, teacher centered in middle when working alongside children
- AOLE in class; iPad station, writing area, maths area, role play area (all of which clearly signposted)
- Creative area outside classroom in coradoor
- Construction area outdoors
- When sat on carpet children sit on a rug with different colour circles each child has their own colour spot they sit on
- Children works ability groups 1,2,3, and 4

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

The critical incident took place in a year 1 class. The session was during the afternoon straight after lunch. Prior to the incident teacher X explained how the session would run, Teacher X and Teacher Y (learning support officer) would work one-to-one with every child, one at a time in a reading activity while the remaining children were given the opportunity to choose an activity of their choice within the different areas of learning across the classroom, such as the role play area, construction area, creative area, and iPad station. The learning environment at this time was rather busy and noisy, to which the critical incident occurred. Child A grabbed Child B's arm in the attempt to gain their attention, Child B was evidentially very upset by this action displaying tears and then went on to tell Teacher X what had happened. Teacher X resolved the issue by calling both Child A and Child B over to a quiet corner of the classroom to discuss the problem. The teacher used a variety of questioning to find out what had happened during the incident, "What happened Child B? Now you tell me what happened Child A, how do you think this made Child B feel Child A? How do you feel Child A that you have done this to your friend... can you think of another way you can get your friends attention next time?" both children responded confidently to the questions posed by the teacher and the issue was resolved promptly, both children continued to get on with their activity and displayed positive emotions by laughing and communicating with their peers.

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

I believe possible areas of exploration following the observation of this critical incident could include behaviour managment, the inicent discussed above clearly explains how the teacher invloved deals with behaviour in their learning enviornment. The impact of restorative justice can also be explaored as this was the menthond in which the teacher chose to resolve the issue which was evidently effective. Aditionally, health and wellbeing of children is also a factor to consider for exploration as the way the children were asked to refelct upon how they both felt and the proceed with their learning immeditalely after in a happy and confient manner was important.

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

This critical incident took place in the first afternoon session straight after lunch. As children were working on a one-to-one basis with Teacher X and Teacher Y the remaianing 28 children were instructed to choose an activity of their choice, given the free choice opportunity the

classroom environment was very busy with high volumes of noise.

Record 3

Date and time, year group:

29/09/22

Reception

9:30am

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

- Reception Class. 32 Children, 1 teacher, 2 LSO's
- Classroom full of bright coloured wall displays
- 2 half circle tables, teacher centered in middle when working alongside children
- AOLE in class; iPad station, creative area, role play area (all of which clearly signposted)
- Construction area outdoors
- When sat on carpet children sit on a rug with different colour circles each child has their own colour spot they sit on
- Children works ability groups 1,2,3, and 4

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

The critical incident took place in a reception class it was the first lesson in the morning. Teacher X explained to the class how the morning session would run, teacher X would work with a small group of children practicing writing their names, teacher Y would also work with a small group of children on their letter formation and Teacher Z would call children out one at a time to practice their reading, the children who were not working with a teacher were allowed to choose 1/3 of their enhanced activities that had been set up inside and outside the classroom. While teacher X worked with the group of children it became obvious that Child A was struggling to write their name stating to Teacher X "I can't do it!", Child A was upset and frustrated that they were struggling with the task, Teacher X quickly responded to Child A with positive reinforcement, "Aw darling yes you can, we are all learning together, let me help you", with that Teacher X sat directly next to Child A and assisted them with their writing, it was clear that Child A was very happy with themselves by the end of the task.

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

Possible areas of exploration for this critical incident include, pedagogy and positive reinforcement.

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

This lesson took place first thing in the morning, the classroom was a busy environment at this time, however noise levels were low as there was a group of 5 children working with the teacher, a group of 5 children working with 1 LSO and one-to-one work taking place outside the classroom with another LSO.

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