

Appendices

Record 1:

Date and time, year group:

27/09/2022. 13:00. Year 5 class, straight after their lunch break.

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

The class are currently studying the story, *Branwen*. The task was so use adjectives to describe characters from the story on a work sheet. The teacher showed an example on their interactive white board before the pupils completed the task independently.

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

The whole class were sat in groups on different tables. As the teacher explained the task, I noticed a pupil sitting alone on a desk in front of the class. The pupil wasn't listening to the instructions and playing on their iPad. The teacher went towards the pupil and asked if they'd try completing the task. The pupil shook their head and refused to participate in the task. The teacher explained to me that the pupil was not interested in the story *Branwen* and therefore refused to participate. In addition to this, the pupil stated that they felt the story *Branwen* was too scary. Despite this, I realized that when the teacher asked questions, this pupil was still answering the questions, despite their lack of interest in the story.

As the pupil refused to do the task to relate to *Branwen*, the teacher had to adapt the activity for this pupil. The pupil was obsessed with cats. Therefore, the pupil got to do a task like the rest of the children using adjectives to describe cats, rather than the characters from the story *Branwen*. This way, the pupil could still practice some skills, but used a different theme.

After this, the pupil started playing on their iPad again but this time, played *Minecraft*. As a result, this drew the attention of a few other children who were trying to complete their work.

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

Additional learning needs- no diagnosis

Inclusion

The impact of technology within education

Behaviour management

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)

The pupil explained to me that they have two cats in the house. When the pupil played on *Minecraft*, they stated that they will put cats in their buildings on Minecraft. In addition, the pupil showed two books they wrote themselves. Both books had been written about cats. The books were called *The moon kitten* and *The moon kitten 2 and my new friend*. The books were handwritten and had many drawings of cats. It was clear that the pupil was very creative and liked visual things.

I feel it is important to note that the teacher said that the pupil sometimes pretends to be a cat.

Record 2:**Date and time, year group:**

27/09/2022. 9am. Year 3 class.

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

This observation took place at the beginning of the day. The task during this observation was a task on handwriting improvement. The class were in the middle of transitioning from the use of pencil to pens.

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

When the teacher explained the handwriting task to the class, the pupils sat quietly at their desks, listening to the instructions. As the teacher explained, I noticed a pupil sitting on the floor at the back of the class. The pupil had covered their whole body with pillows in the reading corner.

The teacher approached the pupil to see if he was okay and the pupil said that he didn't want to take part in the task. The teacher asked what was wrong. The pupil explained that he had fallen out with their little brother who is a year younger than them. They argued over a game in the house the night before. Their little brother won the game and

made fun of the pupil. Unfortunately, the brother told their friends in the school yard that the pupil had lost, and everyone made fun of him. It was evident that this upset the pupil and had an impact on their motivation to work in class.

After the pupil had explained to the teacher what happened, the pupil went to work on the task. The pupil worked at a slower pace than others doing the task, so therefore, the teacher sat next to the pupil to support. The pupil then successfully completed the task.

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

I quietly asked the teacher if the pupil had any additional learning needs. The teacher explained that the pupil has Tourette's, ODD, ASD and ADHD.

Another area of possible research could include emotional development and behaviour management as the pupil didn't know how to deal with losing a game with their brother. In addition to this, health and wellbeing may be an interesting avenue to explore here due to the pupils upset.

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)

Due to the pupils upset taking place at the very beginning of the day, the pupil carried issues from home with them into school. Due to the pupil being made fun of on the school yard before school, this worsened the situation and feelings for the pupil.

Record 3:

Date and time, year group:

27/09/2022. 9:45am. Year 3 class.

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

While some of the class had a maths lesson in the classroom, the other half went outside to work in pairs on the computers. On the computers, they had to open *hwb*, and play the game *J2Blast*. This was a maths game where they answered maths questions and could collect points. Therefore, the pupils were learning through competitive play. As a result, they had to answer the maths questions correctly to try and win the game.

One pupil stated, 'Our goal is to come first'.

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

As there were no teachers out with this group, the groups were occasionally very noisy. There should have been a little bit of noise as the pupils worked in pairs, but the noise level was loud. The teacher went out of the class to warn them to be quieter. A few minutes later, the noise grew again. Another teacher came out of their class and gave another warning. The teacher said, 'If you're not quiet, 10 minutes will be taken off your playing time!'. As a result of this, the group calmed down and the pupils completed their work. This is an interesting point to investigate because the teacher threatened the whole group with punishment. Is this fair? Although the group was noisy, maybe not everyone was noisy? Or maybe the noise was because the children were excited and enthusiastic about the game. Nobody was punished and all children got to go out and play in their break time.

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

The impact of technology and games within education

The effect of learning through play

Behaviour management- The effect of punishment

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)

Does this technology system work for everyone? As the computers were one between two, there was always one person sitting not doing anything.

In addition to this, one pupil was frustrated because they stated they were used to another type of mouse for the computers and this mouse was much slower. As a result of this, the pupil felt that this affected how quickly they managed to answer the questions. Does this put the children at any kind of disadvantage?

The use of technology within education has many benefits and I feel learning through play is essential but It's important to consider the advantages and disadvantages.