

A critical evaluation and the identification of next
teaching and learning steps focusing
on a case study of a group
of learners, based on an observed critical incident.

Teacher feedback and impact on learning objectives in the context of a Year 7 English language classroom.

This evaluation will reflect on an observed critical incident in the context of the relevant literature in order to identify strategies to progress teaching and learning. In examining the details, strengths and weaknesses of the existing teaching strategy against possible alternatives, it will suggest further teaching actions which are the result of thoughtful analysis with an evidence-based approach and clear links to the four purposes of the Curriculum for Wales. Throughout, this evaluation will seek to view the incident as an opportunity to ask questions of the relevant literature in order to support potential routes to develop the teaching and learning, specifically in the areas of feedback and assessment for learning (AFL). It will further aim to synthesise points of understanding from the evaluation process, with the purpose of forming a critical position on the incident itself and the related pedagogical concepts.

For the purpose of this evaluation, an observation was conducted in a Y7 English classroom with 20 pupils of mixed ability. The observation was conducted over the course of a single 60 minute session, starting at 11.20 (the first session after pupils returned from their morning break). The school at which the research was conducted is an English medium secondary school in the yellow support category, with a pupil to teacher ratio of 16:1

The lesson was formed around the learning objective of pupils being able to identify synonyms by the end of the 60 minute session. The teacher opened with a starter task which entailed a very brief explanation of synonyms: "Synonyms are words which sound different but have the same meaning".

The teacher continued this task by assessing general understanding of this premise via questioning; the teacher randomly called upon pupils to suggest pairs of synonyms.

Although two pupils gave correct answers to this challenge, most who were called upon to submit an answer replied with examples of homophones, rather than synonyms. This

suggested that pupils had not entirely grasped the concept as presented to them, and some confusion remained as to how to identify synonyms.

The teacher opted not to correct the pupils who had submitted pairs of homophones, instead quickly moving on to a further task which would cement their knowledge of the term. This further task was aimed at giving pupils a real-life context for their knowledge of synonyms; it took the form of a “double bubble” task where pupils were further asked to submit “old world” meanings for certain words, followed by an appeal for students to submit the word’s modern meaning.

This was somewhat effective, with pupils showing a clearer understanding of synonymous terms and some element of nuance in the subject by the end of the session, though no plenary task was conducted by the teacher in order to confirm the security of this knowledge, its prevalence with individuals in the class, or critically, any notion that pupils understood the process of how to identify synonyms or how to avoid misidentifying them.

The critical incident as observed is hence defined as the teacher’s choice not to correct pupils as they submitted incorrect suggestions during questioning; this moment during the session seemed to have been a crucial point at which pupil understanding could have been secured, but it was not. The researcher noted (see Appendix A) that the teacher’s choice here represented an opportunity to discuss differing strategies, and that this could be grounds to reflect upon the incident in the context of feedback and AFL.

The observation formed part of a series of Learning Walks conducted on 26/09/2019 and 27/09/2019. The purpose of the Learning Walks was to observe and document moments which could later be used for critical analysis, in classrooms where the teacher had not yet been observed by the researcher; therefore it was not necessarily appropriate to pre-plan a methodology of observation due to potential disruption between the teacher’s planned session and any planned participation on the part of the observer. This unstructured, natural style of observation was appropriate given that the researcher entered the school with no hypothesis to be tested. On the contrary, in this instance the Learning Walks were an opportunity to generate potential hypotheses for critical review, and so introducing new stimuli in the style of a controlled observation would not have been an appropriate choice. For the purpose of this evaluation, in which the ultimate goal is to build the researcher’s critical understanding of differing pedagogies and their strengths and weaknesses (with a particular focus on the classroom environment), this approach is wholly appropriate given the advantages of classroom observation as a method for study (Cohen, 2007).

With these points in mind, research was thus conducted with the intent of collating theory and data around a critical incident with intent to qualitatively assess that incident. As opposed to a case study format, which would require the researcher to submit varied and in

depth observational data, the critical incident model of evaluation is appropriate here given the relative level of subject expertise of the researcher and the limited amount of time able to be committed to gather necessarily similar types of observational data (Tripp, 1993); it was in this instance more important to build further understanding from a limited amount of pupil contacts, than attempt to gather like-for-like data under similar circumstances, which may have not been possible. Subsequent to the observation, the researcher used the Assistive Reflective Conclusions (ARC) model in order to gather initial impressions, identify events of critical interest, and suggest solutions amid possible theoretical contexts. The ARC model was effective in this instance in that it allowed the researcher to quickly synthesise key discussion points for evaluation from the recent session.

The researcher in this instance took a non participatory approach, producing a narrative written recording of events during the lesson. This approach provided the advantage of not causing disruption to the interactions observed (*Hawthorne Effect*); if the researcher had volunteered answers to the starter task with the pupil cohort, it may have provided further content for them to infer answers from, rightly or wrongly (Kumar, 1999).

Literature Review

Feedback from teachers to pupils remains a controversial strategy due in part to its potential effectiveness and also in part due to the wide range of corollaries to its effectiveness that can render the strategy ineffective at best, and at worst, potentially damaging to teaching and learning (Hattie & Timperley, 2007; Ellis, 2009).

The concept of teacher feedback benefits from substantial support in both the behaviourist and constructivist models of learning. Skinner (1981) conceptualises feedback in the model of operant conditioning as “the selection of consequences”, whereby learning is taking place through an ongoing process of selection by the learner. In broad terms, Skinner notes how verbal feedback is often naturally the subject of operant conditioning, citing that feedback in the style of “Why did you do that?” can lead new knowledge to emerge in the recipient (Skinner, 1981, p. 502). From a constructivist perspective, feedback can be viewed as one element of a cycle which, facilitated by the teacher, allows a student to bridge the gaps in their knowledge (Vygotsky, 1954). Particularly in focus here is the opportunity to discuss the critical incident through a lens of social constructivism, wherein through thoughtful AFL questioning, the teacher has the potential to influence the understanding of the class as a whole, either as direct participants of learning or as witnesses to it. In light of these perspectives, it could be suggested that in the classroom environment, in which feedback is a critical element of forming understanding, teachers must tailor their feedback in order that

it be something that pupils want to select willingly, and also choose their words carefully with the intent of increasing understanding universally for observers and participants.

The Education Endowment Foundation (EEF) Toolkit (Appendix E) lists feedback as one of the potentially least costly, and most effective strategies in terms of learning months gained, which indicates that strategies for feedback must be closely scrutinised in order that teachers can deliver it for optimal outcomes.

Further, the effectiveness of corrective feedback seems determined based on a series of mostly controllable variables within the classroom: immediacy, accuracy and frequency are all important factors which can nullify the effectiveness of the feedback (Ellis, 2009). Though Ellis is writes in the context of English second language learners, these contentions are shared by a breadth of academics in the area of feedback. The factors noted here are notably significant during AFL questioning, where the teacher as the leader of the session can personally control these factors, unlike in situations such as external exams, where the time gap between error and feedback may take a substantial amount of time, and therefore have a negligible impact on learner patterns of understanding due to their application after the expression of learning has taken place.

Teachers could mitigate these factors during AFL questioning by ensuring that their feedback to pupils is quick, particularly if the answer is an incorrect answer in the context of the topic or, as will be discussed later, strategized toward guiding pupils to narrow gaps in understanding. This strategy aims to prevent pupils from practicing incorrect answers where an answer can be said to be objectively wrong, and further informs the teacher's perspective on where that individual may have experienced gaps in understanding in a given scheme of learning.

Immediacy of feedback is a particularly crucial factor given the importance of feedback in the behaviourist and constructivist models of learning. Introducing the stimulus of corrective feedback acts to introduce the stimulus at a critically impactful time

In Hattie & Timperley's *The Power of Feedback* (2007), the effect of feedback is noted with statistical support, citing the effect size of corrective feedback from Lysenkowski and Walberg (1982) as 1.13 from a meta-analysis across a range of school ages and socioeconomic backgrounds. Hattie goes on to cite a more detailed meta-analysis, noting that while teacher feedback is effective, specificity is required in defining strategies which cue pupils towards better understanding whilst avoiding praise, punishment or reward (Hattie, 2007, p84).

Based on the contentions of Hattie and Ellis here, it is reasonable to say that in the context of the observed incident, if the teacher did not wish to commit time to correcting wrong answers in a way that could be interpreted as punitive, an approach could have been

formulated by where the aim of the task encouraged children away from erroneous answers and towards understanding of the difference between the confused terms.

It is possible to note some of these strategies as having occurred during the incident: the teacher conducted questioning without giving praise, punishment or reward; a poker-face strategy was used to gather answers without pupils receiving any feedback other than thanks for their participation. Though notably, the wrong answers submitted during the opening task went uncorrected as observed above.

Black & Wiliam (1998) suggest that enhancing formative assessment is crucial to narrowing gaps of understanding, stating that the practise is especially useful for low achieving pupils and pupils with learning difficulties. This point is especially relevant in the context of the critical incident given that the class exhibited both mixed ability and mixed accuracy of responses to questioning. In 2009, Black & Wiliam go on to define a model for AFL questioning based on “moments of contingency”. Their model dictates that AFL feedback should be constructed by the teacher in the form of “moves” based on pupil responses, guiding them towards the next step in understanding. Using this model, and vocabulary like “Almost” to issue corrective feedback in a way that bridges pupils’ gaps in understanding would seem here to be a strategy which could be used to conduct a similar session to that observed, in which instead of opting not to correct pupils, the teacher could assess pupils’ proximity to correctness and guide them towards it in an exploratory way.

Ruth Dann (2016) summarises some criticisms of corrective feedback in the context of AFL, stating that this approach may not suit all learner dispositions, noting that those pupils who don’t feel that they have a grasp of “the game” may be affected negatively by such approaches. In such a context, she contends that feedback can be conceptualised as a versatile tool with which teachers can assess and understand such dispositions, rather than relegating it as a strategy without merit (Dann, 2016, p. 400)

The overarching relevant literature would seem to suggest that while feedback is recognised as an invaluable aspect of teaching strategies, the reality of its implementation is complex, and must be targeted and purposeful. It could reasonably be contended based on the literature that in an instance such as the observed incident, AFL feedback could have been focused on bridging gaps in knowledge, which is to say that there is a good argument that corrective feedback to right the errors of pupils who did not submit correct answers would have been an appropriate strategy, in that the teacher had opportunity to assess responses as they were collected and provide objectively useful feedback towards the learning objective in that instance. While this feedback may not have necessarily been issued from the teacher in the form of a statement such as “That’s incorrect”, it is worthy of contention that corrective feedback could still have taken place in this instance in the form of a

comment such as “almost”, which appeals to students for further effort, or a question such as “How did you come to that answer?”, which may encourage students to identify where exactly in their thought process an error took place.

It could thus be argued that in the observed scenario, the event of pupils submitting incorrect answers to the teacher’s appeal for suggestion of synonyms represented a “moment of contingency” (see Appendix A), where, guided by AFL principles, the teacher’s response could have been used to guide pupils closer towards an extended learning objective of understanding *how they process* identifying synonyms, rather than simply being able to state whether terms are synonymous or not, and not necessarily knowing *why* they can answer correctly.

The factors discussed here are of particular interest in the context of the Curriculum for Wales; addressing them can lead us to better understanding of how to approach teaching strategies with support for the four purposes of the curriculum in mind. Strategies involving better questioning and improving quality of classroom talk (particularly where objective correctness is concerned) will encourage learners towards a culture of confidence in answering.

In reflecting upon possible alternative strategies to those observed in the incident, entertaining all answers and using questioning to define and draw distinction between them encourages in pupils a problem solving attitude to learning; instead of telling pupils *what* the correct answer is, questions like “What do these two answers have in common?”, or “Do these words mean the same thing?” have the potential to improve pupils’ understanding of *why* the eventual answer is correct and *how* to achieve it themselves. The issue of corrective feedback is also pertinent here; in spite of its controversy, if used optimally by the teacher, the culture of the classroom has potential to be an environment where pupils feel confident to venture answers, even if the feedback they receive is in the form of a correction. Pupils practiced in AFL questioning during which they receive corrective feedback may be more likely to be resilient learners who are able to recognise the value of having errors corrected quickly, and where applicable, use their modelled problem-solving skills to narrow the gap towards a solution themselves.

Corrective feedback, in particular looking at opportunities to correct errors during AFL questioning, can be said to actively encourage pupils towards becoming informed citizens; the previously discussed classroom-cultural effect of being practiced in how to reflect on feedback and adopt appropriate forward strategies is of objective value to students as the beneficiaries of the Curriculum for Wales’ purposes. In addition, AFL-ready pupils will have been encouraged towards confidence in contribution without fear of negative corrective feedback, instead having been supported towards a model where all answers on a spectrum

of worst answer to best answer can be met by their learning leaders with feedback that will help them achieve their next step to understanding.

On reflection on the observed incident in light of the relevant literature, some changes could be suggested to the way the lesson was conducted in order to reinforce pupils' understanding, particularly during the starter task, in which it was apparent that there was some confusion with a closely related topic (homophones). While the teacher in the observed instance was content to move quickly to a task in which the definition and method of identification for synonyms was plain to see for the benefit of the class, it could be contended that corrective feedback for the pupils who had submitted erroneous answers would minimise confusion between terms and reinforce learning towards the stated objective of the session; given that the starter task failed to confirm clear knowledge of synonyms within the cohort, it is possible to suggest alternative tasks which might provide an opportunity to gently correct wrong answers whilst securing understanding.

One strategy could be to gather the answers submitted during questioning and display them for the class to see. Then, as a class task led by teacher questioning, pupils could begin to identify which of the submitted answers should be classed as synonyms, and which should be classed as homophones. It could be asserted that in doing so, the teacher is targeting the learning directly at the area identified as a gap in response to information collected during AFL, representing a clear example of a moment of contingency, and acting accordingly in order to build pupil understanding in that moment, potentially in two different and closely related areas. In examining this as a potential forward strategy, it is noteworthy that teachers must be cautious to measure their responses so that their next move is always contingent on the answer submitted by the pupil, appropriately guiding them in the direction of understanding. Teachers could include multiple rounds of questioning, if necessary, to refine answers; this would allow for further, targeted AFL questioning during which the teacher could focus on individuals who displayed unsecure understanding. As previously discussed, the teacher here has the choice to guide pupils who lack understanding towards solutions using feedback responses like "Nearly", correcting the pupil's answer with a response contingent on that of the pupil. Under AFL principles as discussed by Black & Wiliam, this would constitute a strategy targeted at creating and maximising "moments of contingency" in which the teacher can directly close the gap and bring students nearer fulfilment of the learning objective.

In conclusion, it can be said that this evaluation has reasonably identified and conceptualised possible progression strategies for teaching and learning following the observed critical incident. It has further viewed the incident in the context of the four

purposes of the Curriculum for Wales and made links to how thoughtfully strategizing the path forward can support them. Based upon a critical viewing of the incident in the context of the discussed pedagogical concepts and their relevant literature, this evaluation has synthesised points of understanding, and refined that understanding against the critical issues raised. To summarise, it is necessary to say that feedback is a valuable and necessary tool not only to gift pupils understanding, but also as a method to encourage learners towards independence using AFL principles. To use feedback for this purpose requires an appreciation of the multiple variables which can affect its efficacy, not necessarily limited to those factors within the teacher's control. This would suggest that in order to conduct AFL style questioning and feedback in a way that could provide next steps for learning following an incident similar to that discussed here, it is necessary for teachers to have a thorough appreciation of the impact of the specifics of their chosen strategy, and a continually adaptable approach to how feedback is conducted in the classroom based on the identified factors. This evaluation has further served to inform in the researcher the critical stance that a properly informed strategy for AFL feedback is a professionally necessary and responsible measure in order to maximise the opportunities for increasing understanding for pupils throughout their interaction time. Furthermore, it can be reasonably contended by the researcher that corrective feedback as part of a nuanced and individualised culture of AFL can strongly support pupils towards fulfilling all four of the purposes of the Curriculum for Wales.

Appendix A:



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Yr Athrofa
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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	27/09/2019 - Y7.7
Lesson details:	Mixed ability English language lesson. LO: ~~How~~ to learn how to identify pairs of synonyms.
Classroom culture (Are the students focused on learning?)	Students are extremely keen to learn. They are immediately engaged and seemingly keen to show the teacher their existing knowledge.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	The purpose is clear but some pupils continue to submit incorrect answers during questioning without correction. *
Direction (Are the students clear about what they are doing and how to do it well?)	In the continuation task, pupils are required to submit "old" synonyms and "new" synonyms for displayed words; this moves them closer towards understanding of the LO based on a real world concept of meanings changing over time.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	There is some evidence of confusion ~~at~~ at the start of the session (first task) but the LO is accessible to all pupils.



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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

The teacher uses questioning to gather responses to her call for suggestions for synonyms. This is not effective in gathering many correct responses (2-3), while incorrect answers persist. AFL style questioning continues during the next task, but no universal plenary is conducted at the end of the session.

Specifics / Critical Incidents

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

The teacher's choice not to correct students upon receiving incorrect answers during the opening task was notable. This seemed like a golden opportunity to correct errors, but this was not followed up on. The teacher instead chooses to move directly to the next task.



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 27/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher's choice to not offer corrective feedback.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Initial feelings are that correcting pupils were could have been a valuable opportunity to prevent them from practicing errors and to improve understanding.
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?"	AFL style questioning was taking place, and though it was immediate and did not include punishment or praise, it did not correct pupils who ventured objectively wrong answers such as homophones.
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 format of questioning was ideal in order to assess learner progress, and had potential to be one avenue for making up gaps in understanding.
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?"	-Answers could be collected and displayed. -Pupils could categorise pairs based on identifiable characteristics. -Improves understanding of synonyms AND Homophones, problem solving.
Y profiad newydd / Transformed experience	

Appendix B:



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26 / 09 / 2019
Lesson details: Y9 Lower ability maths lesson. 14 pupils. 11.20. Session conducted by supply teacher.
Classroom culture (Are the students focused on learning?) Lots of behavioural issues throughout the lesson. The teacher had to deal with some issues harshly. Addressing behavioural issues used up a great deal of lesson time (>15 mins approximately).
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) LO: To be able to find the area of squares and triangles. This objective was stated at the start of the lesson, and written in work books.
Direction (Are the students clear about what they are doing and how to do it well?) Direct teaching mainly used - teacher made it clear that active listening would be necessary to understand how to link previously learned subjects (multiplication) to the current topic.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students seem adequately challenged when behavioural issues are not disrupting the teaching. Questions are targeted at confirming understanding.



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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

APK task aimed at refreshing pupils' knowledge of previous work. Students peer-assessed this task and each verbally confirmed their understanding with the teacher before more complex tasks began. Questioning used during explanation to ensure transfer of knowledge from multiplication to calculating area. Worksheets with escalating difficulty stuck into books as evidence of understanding of LO.

Specifics / Critical Incidents

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

- Using multiplication as an entry point into calculating area of simple shapes was a brilliant example of a learning objective targeted at pupils' ZPD.
- Multiple behavioural issues solved by relying on the school behavioural culture, such as "3, 2, 1... ready" and "10, 9... pens down".



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/09/2019

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The teacher was effective in achieving the LO in spite of numerous behaviour issues. Counting down to readiness worked especially well but repeatedly disruptive pupils lacked further sanctions.
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?"	Behavioural issues amounted to over 10 mins of lesson time cumulatively. This was hugely disruptive to teaching and learning and had it not been such a disruptive factor students could arguably have progressed more effectively toward the LO.
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 strategy of counting down to readiness, in the main part, worked extremely well, but was time consuming.
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?"	Modelling a quicker form of counting down to a ready and respectful state could have a positive impact on learning and the amount of time able to be committed to classwork.
Y profiad newydd / Transformed experience	

Appendix C:



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Yr Athrofa
Addysg a'r Dyniaethau
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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 27/09/2019 - Y11 mid to low ability English.
Lesson details: LO: To learn how to compile a compare + contrast response to an unseen GCSE poetry question.
Classroom culture (Are the students focused on learning?) Generally students are well disciplined and are focused on learning the stated objective.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Pupils are clear that the objective is to give them strategies to effectively answer compare + contrast questions.
Direction (Are the students clear about what they are doing and how to do it well?) The success criteria for effective answers, along with rough guide timings, is displayed throughout.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) As compared to yesterday's Y11 lesson, this one is differentiated to solely have pupils practice the skill of comparing + contrasting texts, without pressure to refine and repeat their model.



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Yr Athrofa
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Education and Humanities

Assessment

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

The teacher has a pre-existing and continued understanding of individual ability from marked bookwork. They further assessed the results of the observed session with peer-assessment against the pre-established success criteria.

Specifics / Critical Incidents

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

No specific incidents throughout the lesson, but it was notable that differentiation of difficult end goals had brought smaller goals within the grasp of pupil understanding during the lesson.



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 27/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Differentiation in Vll English

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Breaking up the task into piecemeal parts enabled students to focus on constituent skills on the route to fully embedded skills.
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?"	Rather than ~~break~~ tackling an exam question straight away, the teacher has divided down the task (with respective timings also divided) in order to more gradually accumulate skills.
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?"	Groupwork could be utilised effectively in the ~~to~~ earlier part of the lesson to further embed compare + contrast skills before writing - pupils could share ideas and thought processes to stimulate ideas.
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?"	No additions suggested, the tasks all functioned well and could be further paused upon where gaps in learning proximal to this area could be identified.
Y profiad newydd / Transformed experience	

Appendix D:



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Yr Athrofa
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Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: VIII high ability English Literature. 25 pupils. 10.00. Lesson was subsequent to a stressful mock maths exam.
Classroom culture (Are the students focused on learning?) See above; some difficulty in focus on learning due to exam that morning. Teacher worked hard to maintain consistent focus on the LO. Not behavioural, ~~simply~~ cognitive overload for pupils at this point seemed reasonable. Teacher is honest about this.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) To practise and refine responses to unseen poetry questions in order to maximise marks in English Lit GCSE.
Direction (Are the students clear about what they are doing and how to do it well?) Teacher is consistently clear about objectives, and success criteria (mark scheme) is displayed on board. Active listening while direct teaching is taking place, followed by sticking to examples modelled by teacher during classwork.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The lesson is very difficult, but pupils are capable. Teacher keeps pupils engaged with high quality questioning, encouraging them to stay focused on key, mark-scoring terms & concepts.



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

Questioning conducted by the teacher throughout the session as formative assessment of pupils' understanding, both aloud in a group format and individually. Final homework was peer assessed against the stated criteria with notes for improvement added accordingly.

Specifics / Critical Incidents

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

The whole lesson was a good example of overlearning as a tool to embed skills, with previously learned skills practiced and modelled more efficiently by the teacher to save exam minutes and maximise the potential marks gained.



Yr Athrofa
Addysg a'r Dynaethau
Education and Humanities

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Overlearning with high ability pupils

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt that the strategy was effective in refining pupils' exam responses based on the end of lesson plenary.
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?"	Formative assessment in the form of targeted questioning, e.g. "Which themes can we identify as common between these poems?" Students displayed competence in the concept of textual analysis already, therefore the purpose of the lesson was to maximise possible marks by providing effective models.
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?"	Formative assessment prior to modelling was essential in order to ensure the effectiveness of the task.
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?"	In order to improve, a full mid-lesson plenary could be conducted prior to final timed task.
Y profiad newydd / Transformed experience	

Appendix E:

Filter Toolkit	Toolkit Strand	Cost	Evidence Strength	Impact (months)
Filter results by keywords £ Cost Evidence +1 Months Impact Reset	Feedback	£ £ £ £ £	£ £ £ £ £	+8
	Metacognition and self-regulation	£ £ £ £ £	£ £ £ £ £	+7
	Reading comprehension strategies	£ £ £ £ £	£ £ £ £ £	+6
	Homework (Secondary)	£ £ £ £ £	£ £ £ £ £	+5
	Mastery learning	£ £ £ £ £	£ £ £ £ £	+5

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