

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

Introduction

Many incidents that take place within classrooms and schools may at first appear minor or insignificant, however, attributing meaning and significance to them is what causes them to become a critical incident (Angelides, 2001). We can determine the extent to which an incident is critical by the significance of the judgement we attach to it after analysis (Tripp, 2012). Nilson 2009 argues that by analysing critical incidents, teachers can become better equipped to deal with ethical dilemmas. Tripp (2012) further suggests that critical incidents increase understanding of our practice which influence aspects of our teaching thus allowing us to develop professionally. Therefore, critical instances can be useful as a part of reflective practice within teaching. Reflective practice is considered to be essential as it can identify ways to improve and change our practice (Fook, 2015; Bassot, 2016). This assignment will use a case study to critically evaluate an incident, and through analysis and reflection will identify and suggest next teaching and learning steps.

School and class context

The observations used for this analysis will be carried out in a Primary School that is situated in a village around 6 miles from the local town. In total, the school has 228 pupils, ranging from 3 – 11 years of age which are divided between 8 classes, with 1 class per school year. Estyn (2017) reports that 42% of these pupils have been identified as having Additional Learning Needs (ALN) and although this is significantly higher than the national average of 21%, very few of these pupils have a statement of special education needs. In addition, 44% of pupils qualify for free school meals compared with the national average of 19%. Using the National School Categorisation System, the school has been identified as a 'Yellow' school, meaning they receive up to 10 days of support to help with improvements, out of the four categories this is the second lowest level of support a school could be deemed to need

(Welsh Assembly Government, 2019). It is also worth mentioning that the school is in collaboration with another school, so the head teacher divides her time and responsibility between both schools (Estyn, 2017). Specifically, the analysis will focus on a Year 2 class consisting of 21 pupils, a teacher and learning support assistant. None of the pupils within this class are said to have ALN. The British Educational Research Association (BERA, 2018) guidelines will be followed to ensure the school and pupils remain confidential throughout this assignment.

Methodology

There are many different observation techniques that can be used, Kumar (2014) categorises them into participant and non-participant, participant observations see the observer actively participating in what they are observing, whereas non-participant observations are where the observer does not participate at all. Angrosino (2012) describes the latter of these methodologies as reactive, and adds that although the observer does not participate, they identify themselves and explain their intentions to who they wish to observe, he argues that this is most commonly used within education. In this observation, the non-participant technique was used to have as little impact on the classroom as possible. However, it is important to note that whilst the observer remained passive, their presence in the classroom would have been unusual which may have had some impact on the behaviours displayed by the teacher and/or pupils, this is known as the Hawthorn Effect (Kumar, 2014). The reactive method was also used to ensure that the observer identified themselves to the teacher and pupils, this was because an unidentified researcher covertly entering a classroom to conduct observations would seem unnatural and may cause alarm amongst the class (Angrosino, 2012).

Having selected which observation technique would be used during the analysis, a case study was chosen to help identify a critical incident. Case Studies can be described as

“the study of an instance in action” (Adelman et al. 1980, quoted in Cohen, Manion and Morrison, 2011, p 289).

This has been chosen as it enables an in-depth investigation into the classroom, which also allows us to evaluate and reflect on what was observed (Ashely, 2012; Cohen, Manion and Morrison, 2011). Yin (2009) adds that a case study allows the observer to not only answer the ‘what’ but also to be able to evaluate and explain the ‘why’ and ‘how’ of the observed incident. It can provide a real-life situation which allows the reader to think about what that situation would have been like and therefore understand the ideas more clearly (Cohen,

Manion and Morrison, 2011). In addition, it can result in a rich and holistic account and expand the readers experience by offering meaningful insights (Merriam, 2015).

Despite these benefits of using a case study, Ashley (2012) suggests it can be difficult to generalise the findings. Additionally, Stake (1995) notes that a case study is more a 'particularisation' rather than a generalisation, therefore a case study alone can only confirm how a particular child responds repeatedly to a particular situation. Smith (1991) argues that the case study method is logically weak and that more focus should be put on patterns rather than on an individual case. A further weakness is that there is only one primary person responsible for the collection of data which can cause numerous problems as the results rely on the personal ability and instincts of one individual (Merriam, 2015). There is also potential for observer bias as the method involves subjectivity, the observer may form rushed judgements, perhaps assuming something is incorrect just because it is different to what they would do, or they could form an opinion based on a built-in bias they have such as race, gender or social class (Angrosino, 2012; Kumar, 2014; Cohen, Manion and Morrison, 2011). Guba and Lincoln (1981) suggest that there is also an ethical concern that the observer can select the information from the data that supports the theory or argument that they are trying to portray.

Critical incident linked to Donaldson's Four purposes

For the purpose of this analysis, we will discuss the critical incident observed in Appendix OB.1 and reflected upon in Appendix ARC.1. The pupil, who will be referred to as Pupil A throughout this analysis, read his book with their teacher confidently, enthusiastically and without assistance or prompt from the teacher. However, as the book had not been signed by his parents to say he had read at home he was told he could not have his book changed until this had been done. Pupil A was visibly disappointed by this, especially as the majority of his peers were able to change their books.

By encouraging children to read at home and record this in a reading record the school are enabling Pupil A and his peers to take responsibility for their own learning by making sure they read at home with an adult. This is following the constructivist approach to learning as it is making the learner responsible for his own learning and progress, Piaget used the term 'active learner' to explain that every child should be mentally or cognitively active in their own learning (Smidt, 2013). However, it can also be argued that by not allowing Pupil A to

change his book without having his reading record signed it is following the behaviourist approach by using operant conditioning to change the child's behaviour. Walker (1975) explains that operant conditioning can use positive reinforcement to change behaviour by giving rewards. In this instance they are using the positive reinforcement of being able to get his book changed to encourage Pupil A to get his reading record signed. To help analyse and understand the significance of this incident, we are able to use one of Donaldson's four purposes of learning, this states that the new curriculum should, create

"ambitious, capable learners ready to learn throughout their lives"
(Donaldson, 2015, p 29).

Teachers should therefore encourage learners to always strive to obtain further knowledge, understanding and experiences on a wide variety of topics at any opportunity. Pupil A certainly demonstrated that he was a capable learner by being able to confidently read his book, Pupil A also demonstrated that he is ambitious and willing to learn by wanting to change his book for one he has not read before, so that he can progress through the reading levels.

It could be argued that this rule regarding being unable to change their book takes away Pupil A's autonomy over his own learning and places this emphasis on a parent or guardian. Although Pupil A may set himself a target of reaching a certain level book in a certain timeframe he is unable to progress until the reading record has been signed, therefore he has limited control over his own learning. In this instance Pupil A may become disheartened and fed up with a lack of progress and may be less likely to

"set [himself] high standards and seek and enjoy the challenge"
(Donaldson, 2015, p29).

Further to this, children constantly compare themselves to their peers and therefore this incident may affect Pupil A's self-confidence, overall well-being and the relationship he has with his peers if he isn't able to change his book when they do (Hattie, 2012). This could also negatively impact a second of Donaldson's Four Purposes, namely creating healthy, confident individuals who are developing their confidence and well-being. (Donaldson, 2015).

Literature Review

After observing the critical incident, I have identified three areas that would benefit from further research. Firstly, the importance of children reading and parental engagement, secondly using positive reinforcement as a learning theory and thirdly learner autonomy.

By preventing children from changing their book until parents have signed their reading record the school is trying to encourage children and parents to read at home together. Hughes (2010) argues that lack of parental support and engagement is a growing concern as a barrier to learning for many children whose parents rely too heavily on the school to provide the child with support instead. In addition to this, research states that when parents are actively involved with their child's reading it has a positive impact on their reading performance (Clark and Rumbold, 2006; Flouri and Buchannan, 2004). Children whose parents reported that they regularly read with their child during their first year of primary school performed higher in PISA 2009 than children whose parents said they rarely read with them (OECD, 2010). Flouri and Buchannan (2004) argue that parental involvement in a child's literacy has a much larger influence over the child's performance than many other factors such as social class, family size and level of parental education. However, Hattie's (2009) research into factors that influence pupil achievement contradicts Flouri and Buchannan's (2004) findings. When he looked specifically at the effects of the home, he concluded that there was a positive correlation of 0.5 between parental involvement and a pupil's achievement, yet he found that the home environment and socioeconomic status has a slightly larger impact. Therefore, whilst Hattie (2009) agrees that parental engagement does have a relative impact on the pupil's achievement, he disagrees with Flouri and Buchannan (2004) that it has a larger impact than other factors like social class.

It could be argued that a parent not signing their child's reading record doesn't necessarily mean that the parents are disengaged with the child's learning and the use of such tool may not accurately determine the pupil's capability to read. If Pupil A is able to read the book well to the teacher then preventing him from having his book changed is unnecessarily limiting his access to new literature, preventing him from progressing. It is crucial that every attempt is made to develop children's literacy skills at a young age, as for many children this is a key first step to being able to address other factors that may disadvantage them with the rest of their learning (Clarke, Woodley and Lewis, 2011). Additionally, it is vital for children to be exposed to a wide range of literature as it can stimulate children's imagination, challenge

their thinking and introduce them to new ideas (Donaldson, 2015). Furthermore, research carried out by Clarke, Woodley and Lewis (2011) found that 1 in 3 children do not have books they can read at home, and of these 19% had a reading ability below the national average. This evidence highlights the importance of schools exposing children to as many different reading sources as possible, and highlights that by preventing a child from having a new book could have detrimental effect on many aspects of that child's learning.

Donaldson's (2015) draft curriculum states that the new curriculum should enable children to develop of love of reading that will contribute to their well-being for the whole lives. If Pupil A is prevented from having his book changed he is less likely to remain engaged and therefore unlikely to enjoy reading. He may also feel that his progress or goals are unattainable, Hattie (2012) suggests this could lead to a sense of hopelessness where the child will disengage from reading. Children are less likely to continue reading and learning throughout their lives if they do not enjoy it (Clarke and Rumbold, 2006). Research shows there is a strong correlation between the level of enjoyment children have from reading and their reading ability, children who do not enjoy reading are 11 times more likely to have a reading ability lower than the expected level for their age as opposed to those who do enjoy reading (Clarke, Woodley and Lewis, 2011). Although these statistics support the points outlined above, one of the limitations of this data is that they only surveyed pupils between the ages of 9 -11 and from only 111 schools. Therefore, we cannot suggest that this is an accurate representation for every pupil throughout the UK. Kumar (2014) explains that in order for research to be a true representative and unbiased the sample needs to cover a wide range of the population you want to survey.

The behaviourist approach to learning theory suggests that learning has occurred when there is a change in behaviour and that all behaviours can be reinforced by rewards (Pritchard, 2014). B. F. Skinner, a behaviourist theorist believed that behaviours are conditioned by the responses to them, he argued that if you want to increase a desired behaviour, you could use positive reinforcement which has been mentioned earlier (Smidt, 2013; Walker, 1975). Grigg (2010) agrees with this theory and suggests that the 'law of effect' means children are more likely to do something if a reward is given. In the incident observed, the teacher uses the positive reinforcement of being able to have their book changed to encourage the desired behaviour of having their reading record signed

However, Pritchard (2014) suggests that using extrinsic rewards to enable learning can create several problems, such as creating a sense of competition within the class and potentially isolating those that feel they would not have a chance of receiving the reward. Using the positive reinforcement of needing their reading record signed could isolate those children whose parents do not do this which could also have a detrimental effect to their self-confidence and self-efficacy. Hattie (2012) defines self-efficacy as the self-belief that we can make our learning happen, those with low self-efficacy feel they have little control over their learning and are more likely to avoid challenges and set themselves low goals.

In addition, Hattie (2012) and Pritchard (2014) argue that using extrinsic rewards could also detract from the learning experience, as it could create surface learning, the completion of work to poor standards or just completing the task purely for the reward rather than because they are engaged with the task. Applying this to the case study, a child should want to read because they are engaged with the reading, rather than to simply progress to the next book. In which case Donaldson (2015) would also disagree with the principle of positive reinforcement and he believes schools should be allowing pupils to develop a love of reading to ensure they go on to read throughout their lives. A further criticism of the behaviourist approach is by putting all the emphasis onto external factors such as rewards and punishment, it ignores a lot of the mental process and understanding that are part of learning (Pritchard, 2014).

William (2018) suggests that there is a lot of evidence that encouraging children to take responsibility for their own learning has a positive effect on their achievement. Hattie (2012) states that the most effective way to achieve the desired learning is by ensuring the learner is aware of the learning intention and success criteria. In the incident Pupil A's teacher is making him and his peers aware of what they need to do in order to progress to the next book by establishing the learning intention and success criteria and therefore encouraging them to take responsibility for their own learning.

However, the Education Endowment Foundation (2018) argue that it is not enough to merely make the pupils aware of the learning intention and success criteria but that the pupil should be involved in the process and encouraged to set their own targets. By involving the learner in the creation of their own learning intentions and success criteria's, they are more likely to be committed to these targets and apply them to the context of their work (Williams, 2018).

As a result of this increased commitment, the pupil will achieve more (Hattie, 2012). This theory is also reinforced in one of Donaldson's (2015) Pedagogical Principles where great emphasis is placed on the importance of teachers encouraging children to take more responsibility for their own learning to ensure they become capable, independent learners. Piaget would argue you are also encouraging them to be an active learner responsible for their own development and learning (Smidt, 2013).

On the other hand, we could suggest that Pupil A has very little control over whether his mother signs his reading record, therefore by preventing him from having his book changed for this reason Pupil A is not in control of his own learning. This may leave Pupil A feeling helpless if he feels his achievement is outside of his control, Hattie (2012) would argue that this often causes the child to disengage from the task completely which could lead to Pupil A becoming disruptive and misbehaving. Some critics have suggested however that children should not be left responsible for their own learning as they do not have the capacity for autonomy because they lack foresight, good judgement and moral principles (Frierson, 2016). On the contrary, there is a lot of evidence that suggests children as young as three are able to have some level of responsibility over their learning as they have a range of metacognitive and self-regulatory behaviours such as setting themselves goals and being able to check their understanding (Education Endowment Foundation, 2018).

Reflection

The role of critical reflection is to analyse situations and allow the researcher to develop and improve their own practice from their own experiences (Fook, 2015; Bassot, 2016). Driscoll's 'What' model is a useful reflection model, it considers three elements, what (what happened), so what (reflect and analyse) and now what (suggest proposed actions) (Bassot, 2016). Whilst Bassot (2016) appreciates the simplicity of this model, she also argues that it does not allow for a deep level of reflection. Ghaye's (2011) R model considers four types of reflection, where you reflect on what has happened (reflection-on-action), what is currently happening (reflection-in-action) and also what can be improved in the future (reflection-for-action and reflection-with-action). Notably, Ghaye's model is strength based and focuses on building on the positives, Bassot (2016) explains that whilst this is refreshing as so many reflections focus on the negatives, focussing too heavily on the positives can lead to an acceptance of practice rather than finding ways in which it can be improved

Although there are many other reflection models that can be used to aid structured reflections, the reflection model used for the purpose of this assignment is the Assisted Reflective Conclusions (ARC) model (Appendix ARC.1). The model allowed me to process my understanding of the incident, reflect, evaluate and conclude by providing suggested next actions that could be taken.

From my analysis of the incident, I understand the importance of encouraging the pupil to read at home. Pupil A has demonstrated to the teacher that he is a capable reader and has a clear understanding of the book he has been reading. Based on this, I would suggest that the best outcome would be to allow the child to change their book, irrespective of whether their parent has signed their reading record or not. This would help ensure that Pupil A remains engaged with his reading and continues to find it enjoyable. If I was concerned that a pupil was not reading at home enough, and this was having a detrimental effect on their learning I would try and talk to their parents to understand the reasons behind this, and see what could be put in place to help them. I would also look at other ways the parents could be included within the school and their child's learning to encourage parental engagement in other areas.

A suggested next teaching step, to encourage children to read at home could be adopting the 'Rooted in Reading' programme. This is a reading passport with specific books children need to read, after reading each book the child completes a short review of the book and then receives a stamp from the teacher (Department for Education 2012). This may be a more effective judgement of whether the child has read the book at home as it relies on the child being able to review what the book was about rather than a parental signature. It gives the child a clear goal of what they need to do and they are able to monitor their own progress by checking how many stamps they have. Furthermore, it still encourages the child to read at home and for the parents to read with them. An evaluation of this technique found that teachers reported that both the amount of children reading and the enjoyment of reading increased whilst using this programme (Wilshaw, 2012).

Finally, it is worth noting that observation is rarely a standalone technique; it provides basic information that usually causes other research techniques to follow (Angrosino, 2012). In this instance a research technique I believe that could be applied is action research. Action research is often led by practitioners in the field such as teachers to try and impact or

develop practice, it is said to bridge the gap between theory and practice (Munn-Giddings, 2012; Cohen, Manion and Morrison, 2011).

Conclusion

In conclusion, the observation methods undertaken were helpful in allowing me to identify a critical incident, they were conducted in a way to obtain as close as possible of a reflection of behaviours in the class. Whilst I appreciate there are limitations to the observations such as the Hawthorn Effect which I have discussed, I am confident the observations gained are still reliable. If I was to carry out further research I would look to apply action research where I would be able to impact or improve practice. Using the ARC (Appendix ARC.1) as a reflection model allowed me to consider how the analysis of the incident would impact my own personal and professional development. I am aware of the importance of being able to draw upon theory to enhance my own understanding and then apply this theory to my practice (Bassot, 2016) and will look to do this wherever possible. The research undertaken has highlighted a lot of benefits of parental engagement to a child's achievement (OECD, 2010; Flouri and Buchannan, 2004; Hattie, 2009). This is something I am going to look to implement in own practice whenever I can and also links in with the new Professional Standards for Teaching and Leadership (Welsh Assembly Government, 2018). Furthermore, Hattie (2012), Donaldson (2015) and William (2018) all agree that allowing children to take ownership of their learning has many benefits, I will use this in my practice to include pupils in creating the learning intentions wherever possible and always ensure they fully understand what these are which again links to the new Professional Standards for Teaching and Leadership (Welsh Assembly Government, 2018).

Word count: 4051

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Yr Athrofa
Addysg a'r Dyniaethau
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Appendix OB.1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Reading time, children read individually, sat side by side listening to each child Rotational activities. Literacy - labelling instructions with teacher. Numeracy task with LSO. And free choice from 'choice chart' on wall.
Classroom culture (Are the students focused on learning?) Literacy task - grouped by ability All children in group are engaged. Free choice group have a chart they need to select activities from, include indoor & outdoor so they are all aware of what they need to be doing.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Literacy task - clear purpose. Children are given a handout of instructions for making tea and it is explained to them that they need to label parts of the instructions. Read through the instructions together and children encouraged to follow along with their finger. They are talked through step by step, e.g pointed at heading, teacher asked what this is and its main features. Once decided as a group what they are going to label what the teacher wrote the word on whiteboard for them to copy down.
Direction (Are the students clear about what they are doing and how to do it well?) Teacher constantly checking what the children are writing and praising them or suggesting what they can improve, e.g capitals where needed. Using ruler to underline. They are encouraged to follow along whilst reading. Cross curricular - discussion around why steps were numbered and that this meant.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The class has been split into ability groups for the task, so appropriate help given for all. Task may not have worked as well if group was mixed ability Instructions and amount of support adapted for each group
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? AFL - The teacher was constantly asking questions, allowing all children to answer.

When children were copying word on board, the teacher was constantly checking what was written. One child had written the word backwards, the teacher sat with child to correct this, explanation given of what they needed to do to correct this. Regular praise given when children answered question and when they had written well. Self-Assessment - Traffic light system used at end, children were reminded of what each colour meant, all children selected green despite fact that they had all needed help from teacher, no conversation was had regarding this. AOL- Teacher marked book at end using 2 stars and a wish. Sits with children individually to discuss marking and time given for child to complete the wish i.e wish of letter formation, talked child through how form correctly and then got them to write the letter 5 times focussing on formation/style

Specifics / Critical Incidents

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

- One group were told they were the brightest in the class with Maths and English however the worst at squabbling and arguing with each other. This was told in front of other children. Implications on this group and other pupils?
- One child was crying in corner alone because another child had shouted at them, the child who had shouted was encouraged to go and apologise and sit with the other child to talk it out. They ended up them playing together nicely. Encouraging peer support and well-being awareness.
- Reading - children are only allowed to have their book changed if they have read book at home and an adult from home has signed record book. One child competently read his book with teacher and wanted to change book but was not allowed until his mum had signed his book. He said he asks his mother so sign the book but she always forgets. Is this fair? What are the implications of this?



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Appendix ARC.1

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): A child was unable to change his reading book because his parent had not signed his record, the child has confidently read the book with teacher and wanted to change.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The incident did not seem fair on the child. He was very proud that he was able to read the book well and was excited to have his book changed to be able to go onto the next stage. However, when he was told he couldn't change the book he looked very disheartened, I felt very sorry for him when he explained that he had asked his mum to sign the book. I also felt as if the boy was being punished for something that wasn't within his control and felt concerned that this could cause him to lose interest in reading if he felt he was not able to progress and that his achievements were not being recognized.
Cofio a Deall/ <i>Remember and Understand</i> Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The child was engaged whilst reading and enthusiastic about his reading and progressing to the next stage. The teacher did praise the child whilst he was reading, especially when he managed the trickier words. The idea behind this was to encourage the parents to read at home together. This child was disappointed he wasn't able to change his book. He wasn't able to progress to the next book when most of his friends around him were, this could result in him falling behind. He could also lose interest with reading if he doesn't feel his is achieving anything/making progress. Could have a detrimental effect on his self-confidence and well-being if he feels he isn't making progress when others are, especially if he is trying hard with his reading.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	I think it is important to encourage children to read at home with an adult so I will still encourage this but could look at other ways on engage parents or could speak to parents to explain the importance of reading at home with their child When a child is able to read the book with me as the teacher I will still change their book so they are able to progress. I think this would ensure the child is able to develop reading skills further by gaining experience of reading other books.

Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materïaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	I would allow the children to change their books as long as they are able to read the book well with a member of staff in school. I would try and speak to all parents and encourage them to read with their children at home, and also offer to sit with them and give them help and advice on how best to do this if they are unsure.
Y profiad newydd / <i>Transformed experience</i>	



Yr Athrofa
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Education and Humanities

Appendix OB.2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:26/09/19
Lesson details: Welsh session - ask and answer basic welsh questions. Rotational tasks. Literacy task, Maths task and free choice activity from chart
Classroom culture (Are the students focused on learning?) Welsh session - children are engaged, giving task in pairs. Maths - task arranged with LSA, children are engaged with task however set up where they have to wait for the LSA to make it around each child to give each question so periods where children are sat waiting and therefore begin to be disruptive/disruptive.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Welsh session - teacher asks question in welsh, they discuss what it means and possible answers, then sets in pairs to practice these questions. Then asks pairs to 'ask and answer' for class. Example of think, pair, share and AFL. Encourages discussion in welsh and they are learning new phrases. Maths - start with recap of last lesson on whiteboard. Explains they are learning difference between 10s and units. Examples on board and then LSA explains the task they will do.
Direction (Are the students clear about what they are doing and how to do it well?) LSA explains the task and rotates around the children to see what they are doing. Praise given to those on task and gives feedback and help to those that need it.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Children are split into ability groups. Lower ability children given raffle ticket with 2 digit number, asked to cut out and stick numicon sheets in book to represent the number. Higher ability group had to write what the raffle ticket represents, i.e 23 = 20 and 3, double both and then put the number back together. The task was adapted appropriately to reflect both groups, however the lower ability group task relied on teacher going around the give out sheets and raffle tickets causing wait time and disruption to their learning
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Recap from last lesson, LSA used white board to write numbers and went around all children in group asking for answer to assess what they remembered.

Children were asked to assess with thumbs up, down, sideways how confident they were with the task - although most copied what others did
LSA went around each child checking progress along way, praising those who had done it right and using numicons as prompts to help those struggling.
At end of task children were to use traffic lights as self assessment.

Specifics / Critical Incidents

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

- On self-assessment at end children had said they were green (confident to do task on own) LSA told them this was not the case as they had all needed help so no one was green in group, the LSA then coloured over the green circle with orange.
- 'Mini teacher' - when queuing up to go for lunch teacher appointed a mini teacher to stand at front and make sure everyone is quiet and stays in the line. Benefits of giving children this extra responsibility.
- One child tripped over another one, the teacher made a joke to the class that this happened because the child is so quiet no one knew he was there. I think she was trying to highlight that the boy always behaves well and listens, however the children all laughed at the child and he looked very embarrassed. If he is shy then highlighting his quietness to the rest of the class could be uncomfortable for him



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Appendix ARC.2

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): LSA changed children's self-assessments

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt that it could have been dealt with more subtly, so that the children still had an input in how they were assessing themselves instead of the LSA changing it. It could have been disheartening for the children to be told their self-assessment was wrong.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The children were given an opportunity to self-assess at beginning of task by using thumbs up/down/sideways The task was well adapted to match the ability of each group LSA was helping children when they were struggling and using numcions as a visual aid for the children to learn At the end of the task they were asked to self-assess by using the traffic light system where they had to draw a coloured circle at the top of their page. A few of the children had done their circle green, the LSA said that they had not been green as they had needed help and that they were all orange, she then coloured over the green circles in orange. The children had felt that they were successful within the task but were being told at the end that they were not.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	The method of self-assessment is a great idea, as it allows the pupil to reflect on the work they have done and allows them to take responsibility for their own learning. It also gives an idea on what they feel confident with and what they may need to work on It was disappointing the way they were just told their self-assessment was wrong and that theirs was changed by LSA. This could have been done more subtly, where the LSA discussed it with them and prompted the children to realise that it needed changing themselves

Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	I would definitely continue with this method of assessment. However before they 'traffic light' their work I would recap with them what each colour means, e.g green – confident to do on my own, orange- can do but need some help, red- struggling and need lots of help to allow them to access correctly. I would also arrange for the traffic light If a child did assess themselves differently to what I thought, I would have a conversation with them about why they assessed themselves that, and maybe ask them if they has asked for help so they could realise themselves that they had not followed the assessment criteria.
Y profiad newydd / <i>Transformed experience</i>	



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Education and Humanities

Appendix OB.3

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: Health and Wellbeing Themed around NED character - Never give up, Encourage others, Do your best
Classroom culture (Are the students focused on learning?) Yes, children were focussed and engaged with the task
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The children were reminded of a book they read last about Gerald the giraffe you couldn't dance and that they had all thought of words of encouragement for him, the teacher got the children to recap this story by asking lots of questions. She then explained that they were going to think of encouraging phrases they could say to each other, they came up with some as a group and teacher wrote on board.
Direction (Are the students clear about what they are doing and how to do it well?) Feedback was given when children were answering Q's. And teacher went around everyone to ensure they were all engaged. They were then given speech bubbles to write their own phrase on.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All children were actively answering questions and doing their best to write in the neatest handwriting so their work could go on the wall.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Asked questions to recap story and the encouragement they had given the character in the book in an earlier lesson (building on/developing previous knowledge and experience. The teacher then asked for phrases they could use to encourage others to ensure they understood. Praise was given to all answers When they had to write phrase they were given clear objective, teacher explained they needed to be neat so could go on wall. Once they had written in pencil, the teacher checked what had been written, suggested improvements where needed and then allowed them to go over the pencil in felt tip

Specifics / Critical Incidents

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

- After they had offered phrases of encouragement to each other, the class discussion turned to what they liked about themselves. One child said she did not like anything at all about herself. The teacher then used this opportunity to encourage the class to compliment the girl about what they liked about her.



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Education and Humanities

Appendix ARC.3

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child said she didn't like anything about herself

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I was shocked and upset that the girl said there was nothing she liked about herself. I felt inspired that the teacher used this opportunity for the class to complement and encourage the girl. It was lovely to hear all the nice things the children were saying to make her feel better about herself.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The teacher deflected the negative feelings the girl had about herself by encouraging the children to complement her. The teacher had managed to create a 'safe' and caring environment in the classroom that they all felt comfortable speaking in such a way. It encouraged peer to peer communication with them saying what they liked about each other. The girl seemed happy that her class mates were showing such admiration and you could tell the children in the class felt proud that they had cheered her up. The children learnt the benefits of being able to express their feelings and the impact their actions could have on others.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	The lesson was planned perfectly with the clear objectives of using encouragement they had previously given to a book character to be applied in real life. The teacher also managed to use this lesson to help the child who expressed she did not like anything about herself, encouraging the children to tell each other what they liked about each other helped boost moral and self esteem.

Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	The only disappointing issue identified here was the initial feelings the girl had about herself, even though this was dealt with very well it is still upsetting that she feels so insecure about herself. This highlights there needs to be more lessons like this, to encourage children to speak openly about their feelings and concerns and for children to learn the impact they can have on others and ways in which they can help others. I would ensure there is more focus on health and well-being in future lessons.
Y profiad newydd / <i>Transformed experience</i>	



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Appendix OB.4

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/2019
Lesson details: Reading. Rotation activities - Numeracy, Literacy and Free choice
Classroom culture (Are the students focused on learning?) On carpet teacher recaps yesterday's lesson of building an animal hut, discusses what they did step by step. Lots of questions. Not all children are answering, teacher highlights this and that all need to contribute
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Literacy task - writing instructions for animal house. Teacher goes through one with class on PC whilst asking questions. Then in groups to do their own (Teacher modelling) Numeracy task - outdoor activity with LSA, learning how to add double digit numbers and single digit numbers.
Direction (Are the students clear about what they are doing and how to do it well?) Literacy task- teacher completed one with children. Went through checklist of what it had so class knew what to include in theirs (showing success criteria) Numeracy task- are told objective. Recap what they know. Frisbees on floor with two digit numbers and one digits, need to throw two beanbags onto frisbee and then show to rest for them to add up
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Literacy - ability grouped and task adapted for each e.g lower given template of instructions whereas others given blank page. Also the amount of guidance from teacher changed for each group. Prompts on wall of 'time words' to use, POPAT sheet. Monitors what each child is writing to ensure they understand Numeracy task - all engaged. Children are prompted to use various methods to suit their ability, i.e counting on, using number bonds they already know ($2+8=10$), to add single digits first and then to add it to the tens, number bond song.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Literacy- Teacher regularly asks questions around the group, when children are giving instructions they are encouraged to expand and give more detail When demonstrating for class teacher purposely leaves things out and checks the class notice (like a fullstop). Praise given for when they answer At end teacher marks with 2 stars and a wish, also reads out to child what they have written and ensure they understand the feedback Numeracy - ensure each child answers and prompts discussion of methods used
Specifics / Critical Incidents

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

Choice board - for choice activity there is a board of the wall of options for children to pick from such as Read story about animal, make a picnic and write list of all ingredients, paint picture of animal, pass the parcel in welsh. All are based around learning and most on theme of the week.

When one child struggling who is helper heddiw another encourages them and says 'come on, helper heddiws never give up'

Numeracy task is a focussed activity - covers numeracy, outdoor activity, physical literacy, singing (creativity)



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Appendix ARC.4

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

Dyddiad/Date: 2/10/2019

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

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I felt happy watching this lesson. The children were all engaged and clearly enjoying the lesson. I felt inspired as the idea was relatively simple but it covered many aspects of the curriculum and learning.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	Was an outdoor planned activity with LSA, was good activity with LSA was outside and not at a desk. Developed physical skills as they had to throw beanbags onto the upside down frisbees on the floor. Was a numeracy task of adding the numbers on the frisbees they hit, however they were all asked to explain the different methods that could be used which enhances their understanding and literacy skills also. The teacher encouraged them to draw upon their known facts (constructivism), such as doubles, number bonds. In between activity to keep children engaged and to make sure they didn't get cold they did star jumps whilst singing a number bond song they had learnt.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	I would keep everything the same about this activity, it was simple and easy to arrange yet very effective. Children thoroughly enjoyed but you could seem their confidence in adding these numbers growing as they discussed all the different methods/ previous knowledge they could use. The task could easily be adapted for higher ability by adding higher numbers or by looking at the same for subtraction or multiplication. There was nothing disappointing about this lesson.

Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	I would repeat this activity and look at ways in which it can be developed: • Use larger numbers or use more than two bean bags each time so working with more than two numbers • Use it for other methods other than addition such as subtraction or multiplication • Place the frisbees further away to develop physical skills
Y profiad newydd / <i>Transformed experience</i>	