

The following critical analysis will be exploring current issues regarding teaching and learning steps in order to further and monitor children's progression. It will discuss numerous theoretical perspectives in relation to child development, with a focus on how children learn language. It will consider and compare views of different schools of thought, including a discussion of bilingualism and its impact on language and literacy development. It will consider ways in which teaching professionals observe in order to establish and promote a reflective education. Additionally, the analysis will highlight the importance of using ethical research approaches within the education sector. A case study in the form of a critical incident will be the central focus of the evaluation, encompassing methods of observation and reflection with reference to current and prospective curricula. According to Fitzgerald (2008, p. 301) an observation only develops into a critical incident when deep critical evaluation and reflection is applied. In preparation for this assignment, four observations were carried out in different school environments in a range of phases. Each observation undertaken is included in the appendices of this study, as well as a reflection of individual observations. The chosen observation for in depth discussion is Appendix I, with the reflection sheet for this study in Appendix V.

This case study took place in an English medium primary school situated in Rhondda Cynon Taff in South Wales. The Welsh Assembly Government (2018) states that the school currently has 152 pupils enrolled, with 25.1% of the children eligible for free school meals. The observation took place within a mixed Nursery/ Reception class where there are twenty-six children. There is only a morning session of nursery, leaving thirteen reception children in the afternoon. A phonics focus task had taken place on the carpet with both nursery and reception, looking at the letter 'S'. The children had been told to go and have free choice but there were three planned fine motor activities out. One table had a threading activity, the next had play dough with mats shapes like letters and another had laminated names of the children in dotted letters with pens.

A four-year-old first language Portuguese girl sat at the table with the names. She easily finds her own name and begins to follow the dots, forming the letters. As she is writing, she is simultaneously sounding out the phonetical sound of the letter in the way previously modelled in the focus task. She identifies that there are four phonemes within her name and repeats them to herself. She then looked at the other names on the table and began sounding out the different phonemes, blending the sounds together. She effortlessly identified the names, saying them out loud. At this point, she notices that she is being observed and asks the observer to come and sit next to her. She then asked the observer to write their name on one of the cards. They did not say what their name was prior to this, but she was still able to blend the sounds together to read the name out loud. Although this proved not to be a challenging task for her, she was still fully engaged with the activity. The child received praise from the observer and then went to a different area.

The methodology of this case study underlines the principles of ethical research in accordance of British Educational Research Association (2018). At the beginning of the critical incident, the observer took the role of a non-participant researcher, writing a narrative observation, describing everything that they had seen at the time. This case study has adhered to the British Educational Research Association (2018) guidelines by respecting anonymity of both the child and school described. Webb (1990) would say that not being involved in what you are observing will have an overall better effect upon the result, as being a non-participant researcher would achieve a fairer result due to the lack of influential pressure. However, Dewalt and Dewalt (2011) would argue that a participant researcher would have more of an active role in the observation, meaning that you would be able to undertake a more in-depth observation. Thus, providing information to create a higher standard of qualitative research.

On the contrary Sonnenfeld (1985. P.111) suggests that a limitation of being a participant observer in relation to research would highlight the notion of the Hawthorne effect. The Hawthorne effect describes the impact that the presence of the researcher has upon the observation outcome. Cook, (1962) states that the Hawthorne effect, can change the behaviour of who is being watched. This can be displayed as children becoming more boisterous, or on the other hand overly quiet. The effect can also cause an alteration in what the practitioner had originally planned due to added stress of being observed.

As described in the observation, Gillham (2000) would indicate that the researcher then became a participant observer as the child had asked them to sit next to them during the activity. Sonnenfeld (1985) and Cook (1962) would suggest that overall, the Hawthorne effect would influence the outcome of the hypothesis, discrediting the value of what is being observed. However, Simons (2017 p. 78) theorises that there is a way of reducing the Hawthorne effect by using unobtrusive tools, such as a camera or a microphone to collate a case study. Suggesting that with the lack of physical presence it would ultimately decrease the Hawthorne effect. Although, these methods could create more controversy in relation to ethical research procedures, raising issues with consent, storage and how this data is shared as a part of the research. Moreover, Paradis and Sutkin (2011, p. 31) proposes that the Hawthorne effect is minimal during observations, depending if there is an existing interpersonal relationship between participants and the observer. In a comparison of participant and non-participant observations, it would depend on what you are planning on observing to decide on which form would be more suited to the methodology.

The beginning of this case study aligns well with the 'Ambitious and capable learner' aspect of the four purposes proposed by the (Welsh Assembly Government, 2015) as the child is challenging themselves. As this section of the purposes describes, the child then displays how she was furthering her learning, connecting what she had just discovered with previously gained knowledge. This is seen where she is using her previous understanding of phonetical sounds, blending them together in order to read a name out loud. Benson (2001) would deem this as autonomous learning, arguing that autonomy in language learning is beneficial as children develop at their own pace in a way that they enjoy, ultimately expanding their drive to learn. Having this drive for learning could also link to the sub-heading of being ready to learn throughout their lives (Welsh Assembly Government, 2015) as learning autonomy can be applied through all levels and methods of learning (Didau, 2014).

On the other hand, Little (1991) writes that autonomy can develop into a hindrance towards learning as children may become detached with their classroom environment, with a lack of motivation to learn. This as Little (1991) mentions, could then have an impacting effect upon their wellbeing as they will not be furthering their learning. However, Benson (2001) and Little (1991) discuss that autonomy in language development is needed and they both agree that it needs to be consolidated through social interactions to be fully understood. In the latter part of the observation, the child would meet the criteria of being a healthy, confident individual described in the four purposes Welsh Assembly Government (2015), as she is competent in leading her own learning, having the confidence to overcome this challenge independently. As noted in the observation, she then asks an adult to engage in the task with her, this shows that she is secure enough in her environment to ask for help, forming a positive relationship with others Welsh Assembly Government (2015). Christodoulou (2013) argues that independence does not occur without some dependence at the start. Thus, meaning that autonomous learning would need to be supported in order to become effective. With regards to the four purposes, though many of the statements interlink, it is evident that there will be challenges to overcome in order to ensure that children are able to meet every criterion listed within the publication.

From a theoretical perspective, Von Glaserfeld (1989, pp 121) notes that constructivism is prevalent within schools, with Piaget's work influencing the pedagogical principles used throughout. This critical incident would initially be in support of Piagetian theory as it suggests that children learn through their own first-hand experiences. This theory is applicable to the observation where the child chooses to sit at the table by herself and begins to draw the letters. Powell (2009, p.242) also states that Piaget described children as little scientists who are developing their cognition through experiential learning. The basis of Piaget's theory is that children undertake their own learning in order to be able to establish connections, leading to understanding a new concept (MacBlain, 2018). They move through a cognitive process, involving steps described as disequilibrium, assimilation and accommodation. At the end of the process, regaining an equilibrium, children develop what is called a schema (Graham – Matheson, 2015). Powell (2009) highlights that the theory then suggests that children use these schemas as a foundation of knowledge, each time another cognitive process happens, the schema is then altered with the new information.

A theory that correlates with Piaget, is that of Lev Vygotsky. Though this constructivist approach differs as it looks at theory from a social perspective (Gregory, 2008). Vygotskian theory suggests that children learn in a constructive way, relying on the social interactions from within their environment to scaffold their learning (Graham- Matheson, 2015). The term 'scaffold' is used, for example when a teacher, or a more knowledgeable other (MKO), asks children a series of questions that ultimately builds their answer with a deeper level of understanding (Semmar, 2015). Benson (2001) writes that the MKO could use scaffolding methods such as planned activities, resources or questioning strategies to develop their zone of proximal development (ZPD). Graham- Matheson, (2015) writes that the ZPD is a phase of learning where children move from their current understanding, using information gained from a social interaction, to deepen their cognition. However, children only stay within the ZPD when they can process the information, meaning that if they do not understand the information, then they go beyond the proximal zone and in return do not develop their understanding (Powell, 2009).

With regards to how children develop their language and literacy skills, two models will be discussed within the following literature review. The first of which is called the language acquisition support system (LASS), this theory suggests that children develop their language skills more efficiently when the language is being modelled by an adult or a child with a higher level of language (Bruner, 1985 p. 112). This reflects Vygotsky's scaffolding in the sense that language needs to be modelled by an MKO in order to develop the children's linguistic skills (Gregory, 2008). This viewpoint of language acquisition in the social-constructivism school of thought is also known as an interactionist perspective. Though Bruner (1985) agrees with Piaget that children learn through experience, he agrees more with Vygotsky's view that it is more effective to model language. Bruner (1985) also writes that children learn to understand language in a reciprocal manner developed from being in social interactions. Suggesting that the more children experience being in social situations where language is used, the more competent they become in using language themselves (Gouldsboro, 2018).

The second model is the called the language acquisition device (LAD) proposed by Noam Chomsky (Saxton, 2017). Chomsky theorised that children are born with an innate ability to learn and understand language (Graham- Matheson, 2015). He described this learning as being an intrinsic with a natural ability to understand grammatical structures within language (Chomsky, 1965). He argues against interactionist approaches stating that if children only have language modelled to them, then they will not develop the grammatical tools needed to

further their linguistical skills (Saxton, 2017). Gouldsboro (2018) notes that Piaget would agree with Chomsky, that learning is an instinct. However, Piaget proposes that children learn language through specific stages rather than just having an innate ability to learn language (Saxton, 2017). As Graham-Matheson (2015) writes, Piaget suggests that children learn to use language for thinking and communicating in the second developmental phase called the preoperational stage when they are 2-7 years old. An argument against Chomsky's idea that language learning is innate, is discussed in the cases of feral children who have little to no language skills (Crookall, 2007). This argument suggests that for children to develop their language competently, then language needs to be modelled and practiced within social situations (Semmar, 2015). Thus, highlighting the interactionalists perspective that social consolidation of language is needed to further develop linguistical skills.

As mentioned within the case study, the child who was being observed has Portuguese as her first language and English as her second. Gregory (2008) suggests that speaking more than one language can have a positive impact upon children's literacy skills. Smith and Ellery (1998) explore the way in which bilingual children learn language, indicating that children learn by simultaneously developing both languages at the same rate. They write that children are initially their own translator as they would learn a word or phrase in one language and then make a connection with the same phrase in the other (Bower, 2014). Though over time as the vocabulary in both languages expands, children stop translating between the two languages (Gregory, 2008). However, Crookall (2007) writes that the way in which children learn bilingually is dependant on their home and school environments. Meaning that depending on the level of each language used in the school context and at home has varying affects upon developing fluency (Bower, 2014). If the school context took an immersion approach, then children would develop the language used in schools at a quicker pace, when compared to the other language used at home due to mass exposure of language used in school (Jones, 1995). Alternatively, Lauchlan (2017) writes that the immersion approach does not hamper children's linguistic skills in their dominant language or home language. As Lauchlan's (2017) theory suggests that it helps to enhance language acquisition due to developing advanced cognitive methods to understand and translate meaning of words in both languages. Jones and Ghuman (1995) support this theory as they describe that children can switch between and distinguish when each language is used. This in turn, leads to a greater level of cognitive function as they must think which language to use dependant on their environment at the time (Bower, 2014).

An advantage to being bilingual as Jones (1995) and Lauchlan (2017) write is that children who speak more than one language tend to have a higher level of self-esteem when compared to mono-linguistic children. However, Baker (2011) states that a possible limitation of children simultaneously learning two languages is that they may become confused between the two, thus having a detrimental impact on their confidence to use both languages, leading to a lower self-esteem. Lauchlan (2017) does write that dependent on how transparent the orthographies of the language are, directly impacts the effect it has upon children literacy development. Furthermore, Bower (2014) mentions that it is difficult to distinguish between the orthographies of both languages as well as discovering if they contain similar morphosyntactic structures.

Jones (1995) supports this limitation of bilingualism, as he describes that if both languages contain extensive vocabulary then children who use both languages will be slower at developing these areas, when compared to children who are learning one language. This then correlates with the previously mentioned limitation of getting confused, as Bower (2014) implies that children who have struggled to obtain a range of vocabulary in both languages will then borrow from the other language, in effect mixing the languages together. Moreover, regarding the confusion with the grammatical structures of language, this could have a

negative effect on the children's confidence to participate in any activities that involve using dialogue (Jones, 1995). This in turn could have a knock-on effect on their cultural identity as Gregory (2008) and Lauchlan (2017) explain that by having a lack of confidence to speak the minority language then they will disconnect themselves from their cultural identity. For example, if they were struggling to develop their Welsh language, then they would refrain from identifying themselves as being Welsh (Lauchlan, 2017). In addition to this, the onus placed on children to develop English as a second language, especially from their parents, increases the pressure on children to gain fluency in the second language, almost neglecting their mother-tongue. Jones (1995) argues that this could then lead to losing their mother-tongue with the second language taking precedence. In conclusion of this literature review, it is evident that practitioners need to have a basic understanding of theoretical perspectives regarding language acquisition, in order to apply these theories to practice. Thus, developing a deeper understanding of the theory that underpins support strategies such as Pie Corbett's (2011) Talk for Writing method where language is modelled with actions, to encourage literacy development, much in support of the social constructivists approach to learning. Bower (2014) writes that using interactionist support strategies such as role play scenarios and Talk for Writing facilitates children to develop their confidence in using language, enabling them to become confident in using any language they are learning.

Paige-Smith (2008) proposes that developing and promoting a reflective practice in education is a crucial element of professional development. Reflection itself is a tool used to inform and adapt provisional planning for delivering the curriculum in the classroom. Evaluating how previous lessons went or discovering that certain strategies were useful where others were not. You are then able to plan the next lessons according to what works best for the classroom culture you have and how you work as a professional. Many professionals use a model of reflection to guide them when evaluating performance, such as Gibbs (1988) reflective cycle. This method explores reflection by using a series of prompting questions to create a complete overview. It looks at how you felt at the time, evaluating what went well and what could be improved and then analysing what you can take from the scenario to influence your next steps (Gibbs, 1988). The method of reflection used within this critical analysis of the case study is the assisted reflective conclusion model or (ARC), the completed ARC sheet for the critical incident can be found in appendix V of this assignment. This method of reflection mirrors the cycle proposed by Gibbs (1988) as it also contains prompting questions that make the practitioner think from numerous perspectives.

The ARC sheet starts by asking how you felt during the experience, in response to this question, the researcher explained how they were initially uncertain as to how the teacher would be able to deliver a lesson on phonics that would be directed to both nursery and reception children. Though as the lesson progressed, the researcher saw that the teacher used the difference between the two groups to develop peer learning. Thus, using the reception children as an MKO, scaffolding nursery children's knowledge about phonetical sounds. A limitation to using peer learning could be that the reception aged children could overwhelm the nursery aged children with the amount of information that they know (Graham & Matheson, 2015). Though Benson (2001) would argue that the realisation that the older children know more than the younger child, could become the motivation children need to extend their own learning.

The researcher has also written that they agreed with the way in which the teacher used relatable objects when using them as prompts in the starter of the lesson, as Graham & Matheson (2015) mentions that using relatable objects when explaining a new concept to children helps to keep children interested in the activity as well as consolidate their learning. In short, they can connect what they are learning with familiar objects, altering previously

established schemas (Gregory, 2008). The next question prompts the researcher to think whether there is any context of learning used within the observation, answering this question the researcher mentioned that the teacher uses the questioning strategy branch of assessment for learning within the lesson starter. As Didau (2014) writes that using a range of questioning strategies such as think, pair, share and the Socratic method enables children to think at a deeper level, keeping them engaged in the activity. In order to further develop questioning strategies, Didau (2014) mentions using Bloom's taxonomy, a series of higher order questions that are used to encourage children to think at a much deeper level, thus expanding their learning. The next question prompts the researcher to evaluate and analyse aspects that could be kept ensuring that the learning is effective. The researcher writes that the previously mentioned use of familiar objects to consolidate learning could be kept and discusses that they think that the way in which the success criteria was shared with the children was very effective. The researcher also noted that the teacher uses a blend of pedagogical methods to deliver the lesson, initially using direct teaching, then incorporating peer learning and finishing with peer assessment. John Hattie (2012) notes that in order to develop professional practice, teachers should use a blend of different pedagogical methods in their lessons. Moreover, the use of this reflective model has been very informative and through the continuous analysis and evaluation, informs the researcher how best to tailor the next steps.

In conclusion, this critical incident highlights the importance of delivering lessons to accommodate every child in the class, with inclusion and differentiation being crucial elements to consider when preparing the lesson. The analysis of the case study has discussed suitable ways of observing children, proving that informative research can be undertaken with ethical principles in mind. It has also explored how children acquire language skills, comparing whether it is an internal process for whether it needs to be supported, with findings showing that language needs to be nurtured with social interactions in order to gain its full potential. The main question discussed throughout this critical analysis is whether being bilingual promotes an individual's literacy development. Many influencing factors were debated, such as the class culture and the effect of the home environment. However, each discussion made points to the statement that being bilingual in fact promotes children's literacy. The final element of the essay talks about reflection and evaluation in order to create the next steps. Regarding the professional standards proposed by the Welsh Assembly Government (2019) this section would link to the standard for professional learning by taking effective pedagogy deeper. By using reflective models such as Gibbs (1988) reflective cycle or even using ARC sheets, professionals are furthering their development by using reflective principles to inform and evaluate their teaching standards. Overall, the evaluation of the case study has mirrored the standard for effective pedagogy that describes teaching and learning as being paramount. This point has been explored throughout this analysis looking at variables within the classroom culture and the school context that could have a possible influence on its outcome. Therefore, it is paramount that teachers understand the environment that they are teaching in, in order to plan and deliver lessons effectively to best promote children literacy.

Appendices

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Appendix 1

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 2<sup>nd</sup> October 2019**Lesson details:**

The children had just had a focused task on phonics using objects to identify the letter 's'. There was a tray of objects that the teacher discussed with the class including a toy mouse, stapler, Sellotape, scissors, and a toy sun. They had gone to play, but there were 3 fine motor tasks put out.

**Classroom culture** (Are the students focused on learning?)

Foundation Phase Class of Nursery and Reception Mixed. 26 children sat on carpet with direct teaching on phonics. Class Teacher and three teaching assistants.

**Objectives**

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The children understood that they were to phonetically sound out the names of the objects to see if they had the 's' sound in them. The teacher first modelled using scissors and broke the word down, sounding out each phonetic in the word as the children copied, they were able to say where the 's' sound was.

**Direction**

(Are the students clear about what they are doing and how to do it well?)

The children were engaged, the teacher was using familiar objects to use as props, to keep interest. Once the teacher had noticed someone was losing interest he would then ask a question, followed by their name.

**Access and challenge**

(Are all students able to engage in the lesson? Are all students challenged?)

The Nursery children struggled at first but as the reception children were modelling what to do, the nursery children then began to join in. For children who found this easy, I saw that the teacher had added a mouse to the tray, as it did not begin with 's', to challenge the children.

**Assessment**

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

The teacher began by asking them to copy the letter 's' drawing in the air and sound it out. As he introduced the props, he began questioning strategies, asking open questions anyone's name had an 's' sound in it. The more able children began to sound each child's name out to find out if they did.

**Specifics / Critical Incidents**

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

- AFL - questioning - recall previous knowledge (drawing 's' in the air)
- Phonics - More able pupils - Critical incident of activity in fine motor activity.
- Peer learning
- Direct teaching
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**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Date:</b>                                                                                                                                    | 25 <sup>th</sup> September 2019                                                                                                                                                                                                                                                                                                  |
| <b>Lesson details:</b>                                                                                                                          | A year 7 English class were looking at Roald Dahl's work, discussing how he used language to express emotion. Then had to create their own story of how they would feel going into the chocolate factory.                                                                                                                        |
| <b>Classroom culture</b><br>(Are the students focused on learning?)                                                                             | The class is a mixed ability class with a specific seating plan in place. Seating plan has put a lower ability pupil next to two higher ability students.                                                                                                                                                                        |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)                               | The Starter contains a WABOLL example of a paragraph, missing punctuation and grammar. The first task is to rewrite paragraph correcting the errors. This was drawing upon their previous knowledge about punctuation. The teacher went through the first sentence with the class and then told them to continue in their books. |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?)                                                   | As the teacher had modelled the first sentence with the class, the students understood what they had to do for the first task. With the second task of rewriting their own paragraph on how they'd feel going into the factory a few students asked for help. Teacher used AFL to see who needed further guidance.               |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?)                                    | The seating plan helped in the class as they used it before the strategy. At the start of the lesson, as the children were coming into the class the teacher handed a student a sheet of paper and said that he would need it later. When they were correcting the WABOLL paragraph, this student was told to use the sheet.     |
| <b>Assessment</b><br>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? | The teacher used a variety of questioning strategies to assess their learning. She even reworded and broke down the question for lower ability.                                                                                                                                                                                  |
| <b>Specifics / Critical Incidents</b><br>Are there particular telling moments and examples which it would be helpful to discuss?                | Thumbs up method was used throughout to gauge understanding.<br>- AFL - three before me, thumbs up.<br>- Discretion of inclusive planning for both more able and lower ability<br>- Seating plan<br>- using WABOLL examples<br>- Blend of teaching techniques                                                                    |

\* The sheet was a print out of the paragraph so that the student did not have to copy it down from the board to correct. At the same time the teacher discretely told another child that they could do both paragraphs shown on the board.

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Date:</b>                                                                                                                                    | 26 <sup>th</sup> September 2019                                                                                                                                                                                                                                                                                                                                                    |
| <b>Lesson details:</b>                                                                                                                          | The class had created a story board of Rapunzel and were adding more to the story board. They were to then use their own story board to adapt the fairytale.                                                                                                                                                                                                                       |
| <b>Classroom culture</b><br>(Are the students focused on learning?)                                                                             | There are two class teachers and two T.A.s. The class is year 1 and year 2 mixed. The teacher begins by reciting the story using the story board. The story board has symbols to indicate familiar phrases, for example a picture of a clock meant 'once upon a time'. He then had the children do the actions whilst he read the story, and then class read out the story to him. |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)                               | The children understood that they were to rewrite the story board changing a few words but following the same format as the class had written together. They were focusing on different adjectives. There was a painting activity too. Some children began verbalizing their story whilst using different items to create a picture of a castle.                                   |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?)                                                   | The children are called by either a TA or Teacher to a table where they are scaffolded in writing their version of the story, only to help them remember the structure of the sentences used.                                                                                                                                                                                      |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?)                                    | As they did this activity in groups, they always had support from an adult in writing. If they couldn't spell a word correctly, there were whiteboards and pens for them to practice before they wrote it into their books. Adults were prompting the children with actions that coincide with the story board if they were stuck.                                                 |
| <b>Assessment</b><br>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? | The teacher uses repetition, to see how much of the story children remember, he then mixes the way in which they read the story to see if they know it or are just repeating after him. When writing their own version I saw a group of students peer assessing their work. One child said 'I've got once upon a time, and so have you'.                                           |
| <b>Specifics / Critical Incidents</b><br>Are there particular telling moments and examples which it would be helpful to discuss?                | <ul style="list-style-type: none"> <li>- Peer assessment</li> <li>- using actions to remember a story</li> <li>- Repetition/rote learning</li> <li>-</li> </ul>                                                                                                                                                                                                                    |



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Appendix IV

## OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Date:</b>                                                                                                                                    | 2nd October 2019                                                                                                                                                                                                                                                                                                                                     |
| <b>Lesson details:</b>                                                                                                                          | Recapping on number bonds to 10 and then use this knowledge to do a problem solving activity of counting out marbles into groups of 10 and adding them together. They have a few games of quick maths to recap on number bonds.                                                                                                                      |
| <b>Classroom culture</b><br>(Are the students focused on learning?)                                                                             | The mixed y1 and y2 class are all in the carpet area, the teacher used a tally chart to keep track of scores and said that what every group had the most at the end would have a Dojo point each. The groups were split into boy vs girls.                                                                                                           |
| <b>Objectives</b><br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)                               | The introductory game did help recap number bonds. However, when they got onto the main task, the children did not understand what to do. The class teacher stopped and explained again what they had to do.                                                                                                                                         |
| <b>Direction</b><br>(Are the students clear about what they are doing and how to do it well?)                                                   | The year 2 children understood that they were to count how many marbles they had in the bowls, however they were unclear as to why there were 3 bowls when they were working in groups of 4.                                                                                                                                                         |
| <b>Access and challenge</b><br>(Are all students able to engage in the lesson? Are all students challenged?)                                    | The use of Dojo helped to keep childrens interest. However when they were doing the main activity, the directions were unclear and most of the children looked lost. In the quick maths game, the teacher identified that this was too easy for MAT students so adapted the game so that the class would check their answers against the MAT pupils. |
| <b>Assessment</b><br>How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? | He uses the game to judge who can remember the number bonds and who were struggling. He noted that some children were counting on their fingers and that was a good way if you were stuck.                                                                                                                                                           |
| <b>Specifics / Critical Incidents</b><br>Are there particular telling moments and examples which it would be helpful to discuss?                | <ul style="list-style-type: none"> <li>- Praise - Dojo - is too much praise less effective</li> <li>- AFL - Questioning - wording of questions - Blooms taxonomy</li> <li>- Sharing the lesson objective clearly</li> <li>- Planning for MAT students</li> </ul>                                                                                     |

## Appendix V



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

**Dyddiad/Date:** 2nd October 2019

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** Blending phonic sounds.

| Profiad/ Experience                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau/ Feelings</b><br>Beth yw eich teimladau ynghylch y profiad?<br>"What are your feelings regarding the experience?"                                                                                                                      | I initially thought that teaching both nursery and reception children a focus task on phonics would be quite difficult. However after observing I saw the benefits of using peer learning. I also liked how the teacher used familiar objects to refer to as props when looking at what had the letter 's' in it. The familiar objects helped to                                                                                                                         |
| <b>Cofio a Deall/ Remember and Understand</b><br>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"<br>"Can you list the aspects of the incident in the context of learning?"                                                           | When the teacher noticed he was losing children's interest, he would ask them a question, followed by their name to bring their attention back. The children were a little unsettled at first and so the teacher used the clapping rhythm to settle children down, ready for the starters. After the starter activity of drawing and sounding out 's', the children began discussing who had an 's' sound in their name.                                                 |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"<br>"What could be kept the same to ensure effective teaching and learning in the future?"              | I think that using familiar objects and even discussing sounds in their name, links the learning to concrete experiences, so children have a better understanding. I liked the idea of using a toy mouse amongst the objects on the tray as the others all began with 's' whereas, they had to think more about the word 'mouse'. I also think that the success criteria was shared with the children effectively as they understood what they were looking for and why. |
| <b>Casgliadau a chamau gweithredu/ Conclusions and actions</b><br>"Beth yw eich atebion posibl i'r mater a nodwyd?"<br>"Beth y gellid ei wneud nesaf?"<br>"What are your possible solutions to the issue identified?"<br>"What could be done next?" | I liked the idea of peer learning, however there is a possibility that the activity could be repeated with an increase of difficulty to challenge the reception children further. (As nursery go home in afternoon, there is an opportunity to expand). Maybe continuing on from this lesson, you could look at other letters and again use familiar objects to help create those cognitive learning with a concrete experience.                                         |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Model Beirniad Wedi Adfyfyrio (BWA)

### Assisted Reflective Conclusions (ARC) Model

**Dyddiad/Date:** 25<sup>th</sup> September 2019

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** Inclusive Planning for mixed ability

| Profiad/ Experience                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau/ Feelings</b><br>Beth yw eich teimladau ynghylch y profiad?<br>"What are your feelings regarding the experience?"                                                                                                                      | I think this lesson was planned very effectively, as with the use of the seating plan and little aids with the separate sheet for the pupil and explaining that the more able student could rewrite both examples. Shows how all needs in the class were catered for. I was interested how the lesson would be pitched for mixed ability but saw how little changes could really make a difference.                                                                                         |
| <b>Cofio a Deall/ Remember and Understand</b><br>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"<br>"Can you list the aspects of the incident in the context of learning?"                                                           | I found the way the teacher used questioning strategies to further answers given by students. One child in particular struggled to find language to show 'excitement' but the exercise from the book mentioned Christmas. The teacher then asked the child how they feel at Christmas and as he began to describe, she would question whether there was similar words in the paragraph that they had been reading. In a way, she used different questions to scaffold the student's answer. |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"<br>"What could be kept the same to ensure effective teaching and learning in the future?"              | The consistency of the seating plan is showing that peer led learning is helpful in a mixed ability class. However an argument would be that placing higher ability next to lower ability may have an impact on the lower ability students well-being.<br>The discretion used when handing the student an extra sheet was very effective as no one even noticed as it happened as the children were entering the classroom.                                                                 |
| <b>Casgliadau a chamau gweithredu/ Conclusions and actions</b><br>"Beth yw eich atebion posibl i'r mater a nodwyd?"<br>"Beth y gellid ei wneud nesaf?"<br>"What are your possible solutions to the issue identified?"<br>"What could be done next?" | A possible next step could be to continue using the seating plan, developing the idea of 'three before me' further, encouraging more peer learning / discussion.<br>Develop more higher order questions that are suitable for mixed ability classes.<br>Develop the lesson further to always have challenges for more able children.                                                                                                                                                        |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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

**Dyddiad/Date:** 2<sup>nd</sup> October 2019

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** Adjusting plan on delivering the lesson for more able pupil.

| Profiad/ Experience                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Teimladau/ Feelings</b><br>Beth yw eich teimladau ynghylch y profiad?<br>"What are your feelings regarding the experience?"                                                                                                                      | At first, this activity was just a Starter to recall previous knowledge on number bonds to 10. It then became an assessment for learning strategy as the class teacher could see that some children were finding this task too easy. The teacher also made a quick judgement on how to include every child in this 'game' of quick maths as MAT pupil was answering very quickly, putting pressure on other learners.                                                                                                                                                              |
| <b>Cofio a Deall/ Remember and Understand</b><br>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"<br>"Can you list the aspects of the incident in the context of learning?"                                                           | The teacher was able to adapt how he delivered this Starter and did so, when the task became too easy for MAT student. The use of a tally chart to collect score of game, with the winner at the end of the game, receiving Dojo points for whole team. Teacher noted that some children were using hands to count and some were counting in their heads. He also made it clear to the children that just because MAT pupil found it easy, that they                                                                                                                               |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"<br>"What could be kept the same to ensure effective teaching and learning in the future?"              | The Starter went well, asking $7 + ? = 10$ , however when the questions changed to $7 + 4 = ?$ the children got a little confused. Teacher gave a whole class example of $16 + 5$ and some children understood that there would always be an extra 1 after the number bond. The instructions given for the main task were quite vague and the children were confused. He noticed that they did not understand and brought the children back to the carpet area to explain again. The second instructions were clear and concise, and the children understood what they were to do. |
| <b>Casgliadau a chamau gweithredu/ Conclusions and actions</b><br>"Beth yw eich atebion posibl i'r mater a nodwyd?"<br>"Beth y gellid ei wneud nesaf?"<br>"What are your possible solutions to the issue identified?"<br>"What could be done next?" | A possible solution could be to make sure the children understand the task and the instructions of what they are meant to be doing. Ensure planning beforehand that the activity is suitable to all children. A continuation of this task could be used with other materials rather than marbles as they were more of a distraction than a resource, they kept rolling everywhere and the children kept dropping them out purpose to see where they'd roll.                                                                                                                        |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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

**Dyddiad/Date:** 26<sup>th</sup> September 2019

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** using actions to remember a story.

| Profiad/ Experience                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Teimladau/ Feelings</b><br>Beth yw eich teimladau ynghylch y profiad?<br>"What are your feelings regarding the experience?"                                                                                                                      | The way in which the Story board was written out, included a lot of symbols with phrases and actions to match. The use of actions helped to consolidate the story. If children lost where they were, they were able to go back to the previous symbol and continue from that. I saw a mix of different teaching approaches when reading the story, not just direct teaching.                           |
| <b>Cofio a Deall/ Remember and Understand</b><br>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"<br>"Can you list the aspects of the incident in the context of learning?"                                                           | The use of the Story board, really broke the story down into smaller, more manageable chunks for the children to 'read' and remember the structure easily to rewrite their own version with confidence. The activities on offer within continuous provision, even promoted the use of adjectives as they were to describe what they were making/drawing.                                               |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"<br>"What could be kept the same to ensure effective teaching and learning in the future?"              | The use of the Simplified Story board, was an effective way of decoding the story into smaller phrases. The blend of techniques used when delivering the starter of the lesson, proved to work with. In this class. The use of Afh whilst delivering the starter and the plenary of the lesson, was not 'shoe horned in' and actually provided useful feedback for the teacher to adjust the delivery. |
| <b>Casgliadau a chamau gweithredu/ Conclusions and actions</b><br>"Beth yw eich atebion posibl i'r mater a nodwyd?"<br>"Beth y gellid ei wneud nesaf?"<br>"What are your possible solutions to the issue identified?"<br>"What could be done next?" | A possible next step could be to continue to use this format with other fairytales as this one was just based on Rapunzel. Keeping the format the same would provide the children with continuity. To develop this idea further they could introduce more adjectives as the story develops.                                                                                                            |
| Y profiad newydd / Transformed experience                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                        |

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