

Appendices

Appendix A

Date and time, year group: Monday October 10th in a Year 2 class at approximately 9:20 a.m.

Where and When: Pupils are seated behind their tables during Language Literacy and Communication lesson. The subject is inference.

What happened?

In context, the clock on the wall showed 9:30 a.m. Four pupils were sat at front row and side tables between the teacher around four pupils each and a couple of back tables. A female TA was present to the right of the teacher. I am unsure if there is a seating arrangement in place. The teacher was finishing up teaching a topic called inference where the projector showed silhouettes and shadows of daily objects and animals. He instructed the pupils to make an inference of what the object could be from the projection and write three inference guesses in their books. He went round the class encouraging pupils to participate. The pupils who had their hands up were chosen to share their answers. They did not shout out the answers. On inspection, this seemed to be a routine in which the class had adopted when answering questions. For the final round of asking pupils, the teacher said he wanted “un, dau, tri, pedwar, pump” pupils for their answers. He circulated around the room, encouraging other pupils to participate by praising their answers with “I like it” or “Amazing effort”. He would ask questions like ‘have I missed anybody out’ and was extremely encouraging awarding a “Dojo mark” for effort. It was within this context that the incident was observed.

I noticed that Pupil X sitting in the front row kept on looking down at his answers in his book whilst biting his fingernails suggesting he was unsure whether his answer was correct. Whilst other pupils' hands were shot up high in the air, he had put only half his hand up. The teacher quickly noticed his hand and approached him saying “Pupil X, I am so glad you put your hand up”. This could imply that the pupil may be quite shy and doesn't often participate as eagerly as his other classmates. The child replied, “Sir I don't really want to share but I did my third one and it is a short one.” It appeared the pupil was reluctant to give an answer as his tone was low and seemed uncertain.

Nonetheless, the teacher asked if he could read it out loud, and after approval, he read, “I can infer that on the left there is a light.” The teacher then pointed at the spot of light and said, “Do you mean this light?” to which the pupil quickly answered “Yes”. The teacher then directed him towards the answer by further hinge questioning him “Why do you think there is a light there?” and Pupil X responded with “I don't really know.” With further prompt by the teacher saying, “It's not the sort of light you expect to see underground...”, the pupil replied, “Maybe the light is actually projecting a house”. The

conversation ended with the teacher praising him with “Da iawn Pupil X, we got there in the end!”

Areas of possible exploration

- Why was the child initially hesitant to answer? Scared of getting it wrong? Lack of understanding? Emotional wellbeing?
- Looking into scaffolding as a technique from the teacher
- Promoting independent learning

Notes

- Students were well-behaved and seemed very engaged in the class with high levels of participation