

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

This essay will explore critical incidents at school and highlight the importance of them in developing practice and improving teaching techniques. A critical incident is explained by Tripp (2012) as a tool for analysis and reflection. Tripp (2012) continues by explaining that a potential critical incident could be a method or approach that has been adopted in the class but is never explored as to how and why things are done in a certain way. It is thought that if incidents were recorded and reflected on, then an underlying issue could possibly be identified, which could be used to improve future practice. Shapira-Lishchinsky (2011) describes critical incidents as being slight incidents which occur in every school. These are then used to explore how and why these incidents happened and if there are any ways of improvement. In order to complete this assignment, there were four observations carried out in a school which are shown in the appendices below, where the focus was to observe and identify critical incidents. Observations are naturally undertaken every day and using this method, a great deal can be learned about behaviours and actions (Papatheodorou et al., 2012). This essay will explore in depth the impact of one chosen incident and the effects the chosen critical incident has on the class. It will explore the positive and negative attributes this incident has on the class and whether there could be alternative approaches carried out. Using reflection models, possible solutions will be recommended to improve future teaching where necessary and areas that could be developed to enhance learning and professional development.

The observations were undertaken in a mixed year one and two class of 29 students in an urban school in South Wales. The Welsh Government (2015) suggest that class sizes for this age should remain under 30, so this class is in line with these guidelines. At the time of inspection, the school's intake of pupils was at 286 of which over two thirds of the pupils live in areas of deprivation (Estyn, 2018). Estyn (2018) also reported that 18% of the pupils were eligible for free school meals which is slightly higher than the national average of 16.4%. The class has a full-time teaching assistant

who is available to work with all of the children. Children are grouped into levels of ability and lessons are delivered with both the direct support from adults and independently. As this observation was carried out early in the school year, the children were still adapting to the class and the expectations of the new teacher.

In line with the British Educational Research Association (BERA) (2019) recommendations, no names will be mentioned in this assignment of any of the children, staff or the school that were involved in these observations. As these observations were to highlight critical incidents, it was felt that it would be beneficial to observe as a non-participant. This was explained to the class teacher before the observations began.

During the observation sessions, four critical incidents were observed which are shown below in the appendices, although only one will be focused on during this assignment.

Having an awareness of the different observation methods available is essential to achieve a desired outcome and the use of observations are powerful (Richards and Farrell, 2011). Depending on what information was needed from the observation would depend on the type of method chosen. For example, if there was a certain criterion that needed to be seen, then possibly a checklist method would be useful (Subban and Round, 2015). If a particular behaviour from a single student needed to be recorded, then the possible use of a time sampling method would be beneficial (Dombrowski, 2015). Observations can be carried out as a participant and nonparticipant (Papatheodorou et al., 2015). The undertaken observations were originally planned to be a non-participant as it was hoped to witness the children as they would normally act in class without any influence (Papatheodorou et al., 2015), however, as it was undertaken in a class in the Early Years, the children often came over to talk and ask questions, which in turn resulted in a combination of both. In this situation it is essential to adapt to the situation and environment as this will make the children feel more comfortable. If the plan was to stick to a non-participant method, then this would create an unnatural environment and could change the structure of the classroom.

Children are naturally inquisitive and this needs to be considered when observing.

Although the original plan was to limit interaction with the children to prevent influence on the childrens behaviour, the fact that the children had an observer in the class could

also alter their natural behaviour. This is what McCambridge et al. (2014) refers to as the Hawthorn Effect. It is explained by Babad (2009) that children would possibly behave differently when the classroom is different from usual. Abbott and McKinney (2013) explain the importance of being mindful of this is also an important consideration when assessing the findings of the observation. Having an awareness of this can also contribute to the findings of an observation.

Prior to the observations beginning, the children were informed by the teacher that there would be an observation carried out in that class. The children seemed more than happy for this to happen and so a position was taken in the corner of the classroom. The school had previously been informed of these planned observation and consent from the staff and headteacher had been granted. BERA (2019) suggest that consent should be requested before the observation is due to be undertaken, including providing children with awareness of why this observation is happening.

It was thought that a written observation method would be more appropriate during this time as feelings and incidents could be noted instantly (Brodie, 2013). This method could also be explained as a case study. Heale and Twycross (2017) explain a case study to be beneficial when a specific criterion is not the object of the observation. This detailed qualitative data can then be analysed to identify behaviour and actions (Cohen et al., 2011). There were both advantages and disadvantages of using this method. The advantages were that the information could be recorded immediately and could be rich with detail. The main disadvantage was if a child would talk to the observer in which case the observation could miss vital information. A preferred method would have been to use a recording of the environment, although this would need a great deal of planning which was not suitable at this time. Having considered the alternative methods it is thought that the correct one was used.

The critical incident that was observed and will be discussed throughout this assignment commenced as the children began to finish their set tasks. Once the children had finished their set tasks the children could 'choose'. This involved a mix of activities from choosing to play with Lego, some children worked on the creative table and some children appeared to do independent focused tasks. As the session came to an end, all the children were called back on to the carpet and were asked to

bring their challenge books. It now became clear that the independent focussed tasks were work that was to be completed in these books. All the children conformed, and so the main body of the critical incident began. The teacher then began to explain that at the beginning of the week the children were informed of three challenges that were to be completed independently by the end of the week. These were to be done during the time the children had either when work had been finished early or during 'choosing' time. Children were given three tasks to completed which were differentiated for each ability group and they had five days to complete them. The teacher began by asking the children to turn to the appropriate challenge. These tasks were numeracy, literacy and creative based. All children that had completed the work would show their work as a whole, where children could look at each other's work. This appeared to work well for the children that had completed this task, however not all children had. It was clear to see that not all children worked at the same level and had the ability to work independently, although these children were in the minority. Encouraging children to work independently makes clear links to the Ambitious, Capable Learner strand of the four purposes of Successful Futures (WG, 2015a). As this activity was undertaken every week, children would become more comfortable with working independently and in time children would see this as a normal expectance. It would be hoped that this will set a precedent for future learning enabling children to be lifelong learners. Encouraging children to work independently will also be able to transfer their knowledge in a range of context, extending their ability to problem solve. Although working independent is something that is highly mentioned in Successful Futures (WG, 2015b), having read research on scaffolded versus independent learning, there appears to be a need for both. Van de Pol et al., (2015) researched into the links between scaffolding and independent working time. It was found that as the children became more confident in their work from being scaffolded, children's independent working time would increase.

As well as the ambitious, capable learner, this incident also links with the other areas of the four purposes. The healthy confident individuals section can be supported by the children developing their confidence of independent working, developing children's autonomy. It also links effortlessly to the enterprising, creative contributors' section. Children have the opportunity to use previously learned skills and adapt and transfer

them to new situations. Finally, it links to the healthy, confident individuals as this activity can support the development of children's wellbeing.

After analysing the critical incident, three possible areas have been highlighted to discuss through this assignment. These areas are thought to be valuable if explored to evaluate the advantage and disadvantages of these incidents occurring in school settings. The first possible area that could be explored is the idea that these activities enable the children to become independent learners. Having read Successful Futures (Welsh Government (WG), 2015b) it is evident that Professor Donaldson hopes the new curriculum will support children to be more independent in their learning. The second area is that this activity could affect the well-being of the children both in a positive and negative way. The third and final area that could be explored is supporting the not all children were engaged in the plenary and the checking of the work. During this observation it was clear to see that not all children were comfortable showing their work in front of the class and not all the children had work to show. After much consideration it has been decided that the area to be focused on is how this activity can support children in becoming independent learners. It is also clear to see a link as to how this area will also entwines with the impact on children's wellbeing. With the current educational climate having such an awareness on the development of children's wellbeing and how this links to independent working, it was felt that this would also be a meaningful area to discuss.

Meyer et al., (2008) highlighted the importance of encouraging children to work independently as it was found it had many areas of improvement in children's learning. This included the increase in the level of academic performance, along with improving motivation and awareness of learning. These benefits were highlighted over twenty years ago, and yet this is still one of the proposed areas to develop in the Successful Futures (WG, 2015b) document.

Ensuring a learning environment is rich with the opportunities for children to develop resilience in their learning can reduce attainment gap between children with different socioeconomic backgrounds. The Organisation for Economic Co-operation and Development (OECD) (2018) reported an improvement in the resilience of children from a lower socioeconomic background when schools provide an environment where children were in a positive classroom environment. Knowing this, it was clear to see

that not all children had a positive experience from this activity. This could be due to the fact the children felt unable to complete the tasks independently or simply that they did not understand the activities that were set out for them. Developing children's resilience to learning will have a positive impact on the wellbeing of the children in the class. The more belief the children have in their capabilities to learn, the higher levels of expectation the children will set for themselves. Although it is always to ensure children that they are not expected to be the best in the class, just the best they can be (Benson et al., 2012)

Although there is a clear need for this independent working, it is also beneficial to the children to have scaffolding to develop their learning skills. In Hattie's visible learning study (Hattie, 2018), it was found that children who are being supported by scaffolding are said to have greater improvement in their learning. Hattie explains that a rating of 0.4 or more has a great impact on developing the children's learning. In this rating scaffolding was rated at 0.84 which shows the need for this approach in the classroom. When using the same scale to compare this to self-efficacy, it is reported to have a greater effect on children's learning. This was report as a 0.92 rate of effect. Supporting children to be independent learners can encourage children to be proactive in their learning. Having considered this scale, it is clear to see a benefit of using a combination of different approaches. Although it is also essential to consider that over the space of a week, the amount of independent learning the children were expected to undertake is minimal. Back in 1981, Glazzard highlighted the need for children to develop their skill of working independently in the classroom. It was seen then that if children were heavily supported to complete their work, then they would lose the ability to work alone. A combination of both approaches would appear beneficial to support children in their development. Knowing when to support children and when children are able to work independently is key in ensuring that children develop these independent skills. Claxton (Pound, 2012) describes this skill as reciprocity, which is the ability to work alone. Encouraging children to develop this skill develops childrens learning power, supporting children to become a determined learner. In addition, children that are independent in their working can develop strategies of transferable skills, in turn, increasing the standards of work provided (Wentzel, 2007 and Meyer, et al., 2008). Promoting and developing these skills at a young age can steer the children in continuing to have these high standards of work throughout their lives. Giving

children the opportunity to work independently can also support the children in building relationships with their peers. This again will support the children's wellbeing. Children that are asked to support peers can feel a sense of responsibility and achievement that they are able to support another. Children that see their peers completing these in independent challenges may lead encourage other less confident children to attempt them. Many theorists support this theory of learning from others such as Piaget and Vygotsky (Pound, 2012) highlights the relationship between children who have positive peer relationships and the success those children have with academic work compared to those who have poor peer relations. These meaningful relationships also support children's wellbeing as it gives children a sense of belonging. The Mental Health Foundation (2016) reported that these meaningful relationships in the early years can support the quality of relationships children develop as they grow older. It is also important to ensure that the children that are offering help are knowledgeable and understand what is being asked of them. If the children who were offering support were giving the wrong information, then this could have the opposite effect. Children who explain a procedure to peers can also ensure more of an understanding, which can lead to a greater retention of the learning being provided (Hattie, 2012).

During the introduction to the lesson the children we told about all the activities that the children were expected to complete, except from the independent challenges. As an observer it was only when the children were asked to bring their books to the carpet that the requirement became clear. There were a wide range of abilities in this class and not all children would be able to remember throughout the week what was expect of them. This would particularly apply to children that have additional learning needs. Children with ALN need clear instructions on the activities that they are expected to complete (Riccomini et al., 2017). Not having the ability to complete these set challenges could have a significant negative impact on the children's wellbeing. This would raise the question of whether this activity was only supporting the wellbeing of children who were able or more able and hindering the development of the children who were less able. When the children were called to the carpet to show their work, this was a time where not all the children felt comfortable and were engaged with the session. This feeling of not being comfortable would not have been a positive

influence on the children. The lack of engagement could lead to behaviour problems (Minahan and Rappaport, 2012).

Hanson and Appleby (2016) describe the importance of reflecting on practice. It is explained that when practitioners are in a role with such importance on how their actions and practice will shape and nurture children, continuous reflection and improvement is vital. Matthew et al. (2017) add that reflection is a central role in teaching and can lead to a greater understanding of personal values and attributes that will continue to develop throughout. To reflect and evaluate the critical incident previously explained, the Gibbs (1988) model of reflection will be used. This is a model that can be used to support reflection of teaching methods as it works by cycle. Practice can be continuously reviewed ensuring practice is evolving and adapting to new situations and environments, while also keeping to relevant policies and frameworks.

When observing this incident at first, the main feelings were of unhappiness. This was as the main focus was on the children who had no work to provide. Most of the children appeared to be proud of what they had achieved and were willingly involved in the session. The few children that had no work looked worried and appeared to have little interest in the session. The feelings for the children who had not provided a piece of work overruled that for those children who had. Although this type of learning appears to be beneficial for children's development, the questions raised at the end the end of the session were what could have been done to provide support for the children who had not completed this task. It is important not to make assumptions (Hall, 2018) that no support had previously been provided, given that this observation time was short.

The challenge as a whole, supported children to confidently complete independent tasks, while boosting most of the children's wellbeing and confidence. During this time, children could work as individuals and as a team, supporting their peers if necessary. The negatives of this activity were that not all children had a piece of completed work which could potentially affect their wellbeing.

Having explored the reasons and methods regarding this incident, the reasons for creating learning challenges such as this are clearer. The literature that is previously mentioned shows the impact this type of challenge can have on the children's development. Not previously mentioned was that the use of the wording in this

situation. This incident was always referred to as a challenge and this could also be supportive in reducing the pressure felt by the children during this time.

Vaish et al. (2018) suggests that children work better independently when there is a reward available. Possibly for the future the children who complete the work could be given a reward such a 'golden time' as an incentive to complete these challenges. In order to promote further inclusion in this challenge, it may also be helpful to identify the children who need support, scaffold them in their learning in order to develop their confidence of independent learning. If doing this, a good awareness of when to step back is needed. As not all children completed the challenge and had no work to show, it is potentially beneficial to support the children in developing confidence in this area before children are expected to complete these challenges independently. This could ensure that all children have the opportunity to succeed in this task. It may also be beneficial to have mini plenary's during the activity to act as gentle reminders for completion of the challenges. This instant feedback can support children in achieving the goals set out in the class by providing prompts during the learning (Black and William, 1998) with little interference from adults.

Having reflected on and read evidence regarding this incident the feelings first felt towards witnessing this have changed. It is clearer to see the reasons behind this activity and see how it can support children in the development of their wellbeing and in creating resilient children for their future.

In conclusion, it appears there are many benefits of activities of this type happening in classrooms. Although not the whole of the independent activity was seen during this snapshot observation, having read the literature and exploring the positives and negatives of this activity, the overall outcome would be assumed that it has a positive effect on most of the children in the class. It is also important to be aware that on other unseen occasions it is possible that all children have been able to complete the challenges. Supporting children to be independent develops a skill that will benefit the children throughout their education and during their adult life. These skills can ensure that children grow up to be resilient, confident individuals who feel comfortable working both as a team and an individual.

The Welsh Government (2019) emphasises the importance of being a reflective practitioner in developing professionally and personally. Being critical of practice can

support progression in the future and look at ways to improve and develop. Reflection can also ensure that practitioners are working to current policies and framework.

It is always essential to be mindful of the class situation during an observation and to always be aware of the time scales taken to observe. As this observation was undertaken at the start of the academic year the children were potentially still new to this type of working. When planning sessions in the future it is important to treat every child as an individual and understand that not all children are capable of completing the same work and may not each child have the same attitude to work. Having undertaken this process, there have been many areas that were explored and will influence how future practice will be planned. Having witnessed first-hand how an opinion of an activity can change after reflection, it shows how important it is to have a deep understanding of the reason's activities are carried out in certain ways before making judgements. This is something that will be thought about during future practice.

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Appendix 1

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26 th September 2019
Lesson details: Year 1 class. Children's lessons on a carousel all based on the topic – The Tiger Who Came to Tea. One task, children had to cut, colour and pin the tail on the tiger (independently), one task working with the teacher to draw and label a tiger, one task was working to complete calculations using Numicon.
Classroom culture (Are the students focused on learning?) Most of the children are engaged in the lessons. One child appeared to need more adult interaction and support to complete tasks than the other children. Classroom calm and children constantly praised for being good friends and being polite. Children rewarded with dojo points for effort with work and being good friends. One large group of children (8) went to another room to work with the teaching assistant.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Children were asked and reminded about previous lessons on this topic, although everything set out for this day most seemed to be new activities. Some children were finishing activities from the previous day.
Direction (Are the students clear about what they are doing and how to do it well?) Children were briefly told at the start of the day what each group would be doing on the independent tasks. When the children arrived at the table with the teacher, it was then they were introduced to the exact expectations. An example of a finished product was shown at the start of the day to show the children what was expected of them.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All independent work was the same task, although children completed it to their ability. The children had limited interaction and support from adults during the independent activities and only showed the teacher when the child was finished with their piece of work. If the teacher thought it could be improved, then suggestions were made to the child. If the children were unable to complete the activity, then the teacher would adapt it to make it easier. Most children were engaged in the activities. There was one child that seemed to need heavy support from an adult, both to complete the set activity and keep on task.

Assessment

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

Children were asked questions on the carpet at the start of the morning about their previous lessons. Children replied by raising hand and waiting to be chosen. Open ended questions were quickly answered by the teacher and closed questions were answered quickly by the chosen children.

Specifics / Critical Incidents

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

- Dojo points were given out to certain children when in a group on the carpet.
- The use of hands up for answers when questioning.
- Lack of engagement/support needed for child.
- Childrens attention was caught by the teacher using a bell.

Assisted Reflective Conclusions (ARC) Model

Date: 26/09/19

Critical incident (focus): Dojo points given out to children when on the carpet collectively

<i>Experience</i>	
Feelings "What are your feelings regarding the experience?"	During the awarding of the points, I felt a mix of emotions. I felt happy and proud of the children that received a point for their success, but sad for the children that did not. This was as this process felt very public.
Remember and Understand "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	Children were given points for many things that were displayed as 'good', so were very achievable for all children in the class. There were many children that were awarded with a point, which also meant there were many children without one.
Evaluate and analyse "What will you keep the same to ensure effective teaching and learning in the future?" "What was the cause of the most important disappointing element?"	I do like the use of dojo's as a reward; however, I feel that the children should be told of their point when the positive behaviour was displayed rather than in front of the whole class. As this was only a small fraction of the working week in the classroom, I am unable to witness if the teacher has a strategy for awarding the points to ensure that all children will receive one.
Conclusions and actions "What are your possible solutions to the disappointing issues identified?" "What will you do next?"	I would feel more comfortable if the children were told of their points during the activity, rather than at the end of the session as a whole. I feel that this would limit the disappointment that the children who did not receive praise could feel.
<i>Transformed experience</i>	

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26 th September 2019
Lesson details: Year 1 class. A group of children were taken out to a different classroom to find out facts about tigers. Children were given a choice of resources (iPads and books) and asked to look for information on tigers. Children could then show the adult what they had found, and the adult could read the text. Children were also able to draw what pictures they had found.
Classroom culture (Are the students focused on learning?) The classroom was calm as there was only one group working in there. All children were in the lower ability of the class. Behavior was good, although children needed support to effectively carry out the task.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Children could write something that they knew about or had found out about tigers or chose to draw a picture of a tiger. The children were asked to complete this in order to create a fact file on tigers.
Direction (Are the students clear about what they are doing and how to do it well?) As this was a large group of children that needed a lot of support, it appeared that the children were easily distracted. Children were encouraged throughout, but the group appeared to be too large <u>for the amount of</u> support needed for one adult to manage effectively. Children could easily keep scrolling over the images that were found and one child <u>in particular seemed</u> to have too many distractions to complete the work
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Due to the number of the children in this group children were easily off task. The children remained at the table and not disruptive, but the children were easily able to keep looking at pictures and not progress with the desired task. The level of work seemed appropriate for the age and ability of the children, however, I felt that the children were not pushed to extend their learning.

Assessment

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

Adult asked the children if there was anything that they knew about tigers. If there was the teacher would write it down and the children could copy it on to their sheet. No questions were asked to find out if the children had any input of the spelling of the words that were being written down.

Specifics / Critical Incidents

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

The group appeared to be too large with a high level of support needed for this task. I feel that if the group was smaller, the children would be able to participate more successfully in the lesson, with greater contributions.

Assisted Reflective Conclusions (ARC) Model

Date: 26/09/19

Critical incident (focus): Large number of pupils in one group

<i>Experience</i>	
Feelings <i>"What are your feelings regarding the experience?"</i>	During this observation, I found it very difficult not to intervene with the lesson. The children were easily distracted and could easily not participate in the lesson. The lesson was slightly uncomfortable to observe as the children appeared to need a lot of support from the adult.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The expectations of the desired outcomes appeared appropriate for the ability of the children. Children could choose an activity, which I liked as this helped the children feel responsible for their learning. I felt that if the groups were smaller, children could have been supported to produce a higher level of work. I also feel that children could have been kept on track more throughout the lesson.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	I liked the fact that the children could choose the piece of work they wanted to produce, as this gave them a sense of responsibility. Some children could also work together as a group, which also gave them a sense of achievement. Children appeared to be capable of producing a higher level of work than what was produced. This was a little disappointing to see as an observer.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	The group could be split in to two as this would ensure that all the children have a higher level of support where needed. The teacher would then be able to divert the children's attention back to the activity. The time taken to complete the two groups could potentially be the same as it would for the large group. When in a class it is paramount to ensure that each child is encouraged to produce work to the best of their ability and supported to be on task.
<i>Transformed experience</i>	

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:

2nd October 2019

Lesson details:

PE session outside. Children were working on developing ball skills.

Classroom culture

(Are the students focused on learning?)

Children started in a circle and teacher revisited the rule of PE. All children listening well when they were in this circle. Questions were answered by a few children, but one child in particular volunteered and answered most questions.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Children were given the expected tasks throughout the sessions. After the warm-up and safety introduction, children were asked to roll the ball and stop it by getting in front of it. Once children were confident in this task, then the children were asked to set a target with a beanbag and a ball. The children then progressed to marking the tasks harder for themselves.

Direction

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

Instructions were clearly explained to the children with clear expectations at the start of the lesson. Although as the session progressed, the children were very spread out in the yard and not all the children could hear the further instructions.

Access and challenge

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

Children were able to increase the difficulty as they wished, although not all children increased the difficulty. Some children found it difficult to control the speed of the ball, and then lost control of it. One child was disengaged from the lesson and had limited understanding of the instructions. This child ended up creating his own interpretation of the lesson. Further into the lesson, this child was paired up with another child, who naturally began to support the child who was off task. All children were able to take part in this lesson and could adapt the lesson to suit their ability.

Assessment

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

As this session is covered by two teachers, they worked off written planned sessions. Children were asked about what they had done the previous session and asked to show examples of the previous lesson. Children were asked questions throughout the session to check understanding, although one child took the lead with the replies.

Specifics / Critical Incidents

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

- Not all children participating in answering questions.
- One child not engaged with the lesson.
- Further instructions during the lessons not available to all children as children were too spread out around the yard and not able to hear.

Assisted Reflective Conclusions (ARC) Model

Date: 2/10/19

Critical incident (focus): PE lesson. One child taking lead lesson

<i>Experience</i>	
Feelings <i>"What are your feelings regarding the experience?"</i>	I felt this lesson could have been handled better. I felt that other children felt intimidated by the child that led the answering of the questions.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	Children started the lesson well with all the children listening and engaged. Children appeared to be familiar with the information the teacher was relaying. One child answered most questions that were asked by the adult. When the activity was underway, the adult would stop the lesson to check progress. Not all children would listen and some not engaged at all.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	Children had a very good understanding of the expectations of the teacher and it was clear to see that the children enjoyed these PE lessons. The beginning of the session was very successful with the engagement of the children, however, only one child wanted to answer the questions.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	In future, it would appear more beneficial to call the group closer during a mini plenary and also ask children the questions at random. The children seemed to be comfortable with the one child answering the questions, but this could have also supported in the lack of engagement for certain children.
<i>Transformed experience</i>	

Appendix 4

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:

2nd October 2019

Lesson details:

Children worked on a carousel basis. One task was to work on the computer and solve the maths problems. One task was to choose a letter robot, draw it and write as many words with that sound. One group were sitting at a table completing a jigsaw. One group were playing in the role play area and another group were reading with the teacher.

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

Most of the children in the class were engaged with their tasks. The children on the computer and jigsaw were the least engaged. One child needed a lot of encouragement to join in with the activity. The class needed reminding on a few occasions to lower the noise.

Objectives**(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)**

Children were introduced to each activity on the carpet before being sent to the tasks. No set learning outcome was discussed with the children, just what the content of the task was.

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

Children were given clear instructions during the carpet time of what each task entailed and how to complete it. The teacher was aware of what the children were capable of and when needed the teacher would support the children.

Access and challenge**(Are all students able to engage in the lesson? Are all students challenged?)**

Students were all able to attempt the tasks set, although not all able to succeed. The maths games on the computer were timed which did not give the children enough time to process and answer the questions. The children were then having very low, if any marks at the end of each game. The children who were working together to complete the jigsaw were at different levels of engagement. Some of the group worked well together, while one child had very little engagement. The teacher then encouraged the child to work with another. This child was not able to learn from their peers the skill of linking the jigsaw together.

Assessment

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

During the carpet times, children revisited previous lessons, similar to the content being covered on this day. Children were able to complete some questions as a group with direct support from the teacher.

Specifics / Critical Incidents

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

Children were undertaking an independent task that was not mentioned on the carpet. At the end of the session children were called to the carpet with their challenge books and asked to show their finished work.

Assisted Reflective Conclusions (ARC) Model

Date: 2/10/19

Critical incident (focus): Children showing their work to the class as a whole

Experience	
Feelings "What are your feelings regarding the experience?"	This made me feel a mix of emotions. Sometimes proud and other times uneasy with seeing children who had nothing to show.
Remember and Understand "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	At the start of the lesson the children were told about the new tasks that they would be completing in <u>sufficient</u> depth. Children were given explanations of how to complete the work. Most of the groups the children worked in appeared to be successful and worked well.
Evaluate and analyse "What will you keep the same to ensure effective teaching and learning in the future?" "What was the cause of the most important disappointing element?"	I liked the idea of the children have a differentiated level for the challenges and felt that this process will encourage children to begin to work independently. I do however feel that the process of checking the completion of the work could be improved.
Conclusions and actions "What are your possible solutions to the disappointing issues identified?" "What will you do next?"	I feel that showing the work publicly is not suitable for all children. It will be perfect for some as certain children love showing their work, however, children that are unable to work independently will feel devalued. For future benefit I feel it would be more <u>sufficient</u> to check the process of the work as the children are working on it. Also, children could be reminded of the challenges both during the introduction to the lesson and during mini plenary as the sessions progress.
Transformed experience	