

Appendices

Appendix A

Date time, year group: Monday 9th of October in a Year 7 classroom at approximately 10:10am.

Where and When: 2nd period towards the end of the introduction section of the lesson.

What happened?

The Year 7 class were undergoing questioning on reading treble clef notation for '*twinkle, twinkle, little star*' from Teacher-X, every time Teacher-X asked what a particular note was, the note letter would then come up on the whiteboard next to its retrospective note. Only students that were answering were Pupil-A and Pupil-B. Pupil-A and Pupil-B were happy to participate and get all the answers correct as they have a good rapport with Teacher-X as both Pupil-A and Pupil-B both have music lessons outside of school. The question section of the lesson continued for approximately five minutes, in this time Teacher-X tried to ask other students if they knew the answer but the class simply did not raise their hands and then Teacher-X went back to asking either Pupil-A or Pupil-B. Once the questioning was over, Teacher-X asked if everyone understood the treble clef notation and if they knew what was expected of them next. This was met with silence from most of the class other than Pupil-A and Pupil-B whom both responded with "yes, sir/miss". Once Teacher-X saw that most of the class did not respond they told the class to give either a thumbs up for to signify that they understood how to read the notation and they knew what was expected of them next. Thumbs to the side if they were not too sure of either the notation or what was expected of them or both. And finally thumbs down if they did not understand most or all the notation / what was expected of them next. The class all responded with a thumbs up and Teacher-X moved on to the practice and performance section of the lesson. Once practicing for their performance, students had to look in their booklets and read the notation to practice the piece. However, Teacher-X left the notation with the note letters on the white board, therefore students simply looked at the white board to know what notes to play. The notes were also written on masking tape and stuck on the correct keys on the electric keyboards. Then lesson fell into the plenary section of the lesson in which Teacher-X went around and assessed all the students individually.

Areas of possible exploration:

- Could investigate questioning devices to engage the whole class and prevent the same students from answering consistently
- Possibly find more engaging music for the students to learn
- Finding out the needs and wellbeing of student to find out if any of them are not engaging for a personal reason

Notes:

- The students were all very quiet and were not being disruptive
- The incident was prolonged over the whole questioning section

Appendix B

Date time, year group: Monday 10th of October in a Year 9 classroom at approximately 08:40am.

Where and When: Form time at the start of the day

What happened?

The students were coming into to their form class unsettled and very talkative. Teacher-Y – the form tutor - was consistently asking students to quieten down and most students did not respond and continuously talked. This continued till the register, once the register started some of the students stopped talking but a few groups of male students kept on talking during the register. Teacher-Y was getting irritated by the groups of boys and repeatedly asked them to stop. In which one of the boys; Student-A, replied with 'I wasn't even talking' which was promptly responded by Teacher-Y with threats to mark their behaviour mark down for form time. This led to further irritation from Student-A, this was then escalated by Student-B who was talking in a different group of boys. Student-B made a sarcastic remark toward Student-A for getting in trouble, which led to both Student-A and Student-B arguing with each other from other sides of the room. Teacher-Y then told both Student-A and Student-B that they would then both be marked down for behaviour in form. This led to both students being upset with Teacher-Y as they were both claiming they did nothing wrong. At this point other students were becoming irritating by all the noise and conflict in the lesson, this led to Student-C – who had not talked to anyone before this point – erupted and told both Student-A and Student-B to both be quiet – paraphrased. This furthered the arguing more between Teacher-Y, Student-A, Student-B and Student-C. This was short lived however, as Teacher-Y sent out Students A and B and gave them both break time detentions. Student-C did not receive any punishment as they are previously known for good behaviour and are in high set classes.

Areas of possible exploration:

- Investigation into deescalating devices to calm down students that have come into lessons with a poor attitude to learning.
- Assessing students' well-being during form-time to accurately depict their mental state before entering their first lesson.
- Exploration into behaviour management and the best way to deal with situation such as this one

Notes:

- The form class had no piece to start their first task of the day until the removal of both Student-A and Student-B
- Form class did not have a seating plan