

**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.**

Education in Wales is radically changing; armed with a renewed vision of success for all learners, Welsh Government's (WG) (2017) mission is to raise the standards and close the attainment gap to prepare learners entering an ever-changing world. According to Hattie (2012), former education systems have been too focused on programmes and resources within school, rather than the key qualities that make a school successful. Furthermore, Donaldson (2015) highlighted that poor attainment is due to inadequate assessment and lack of continuity. WG (2017) accepted Donaldson's (2015) recommendations and a new progressive curriculum is currently underway and set to be fully implemented by 2022. Donaldson (2015, p.71) proposes that '*...all teaching and learning should be directed to achieving four curriculum purposes.*' Successful implementation requires teachers to become reflective practitioners. Understanding how children learn is an essential part of working within education. For effectiveness, all professionals working with children need to have a clear understanding of who they are teaching, not just the lesson content. Every child is unique and has individual needs; therefore, understanding differences in learning is valuable to inform successful practice (MacBlain, 2014).

As a student-teacher, engaging in critically reflective practice not only promotes professional development, but ultimately enhances teaching and the overall learning in the classroom. This assignment is based around a critical incident (refer to Appendix 3) observed in a classroom. The aim is to look beneath the surface level of a typical incident or behaviour through critical analysis, hence the term 'critical incident', to interpret the reasons behind the behaviour (Tripp, 1993). Through scrutiny, three areas were highlighted: behaviourism, attachment and well-being. Research theories of child development offer different perspectives that provide an overall insight into how children learn (Costley, 2006; MacBlain, 2014). Through applying theory to practice, a better understanding can be acquired to meet the needs of diverse pupils. Following this, an assessment can be made of where the child is at, and next steps put in place for progression.

As the title suggests, the main focus of this assignment is a case study of an individual learner to critically evaluate and identify next teaching and learning steps based on the observed critical incident. On this basis, the methodology of research is qualitative rather than quantitative. Qualitative research aims to understand human behaviour through participant, or non-participant, observation; it involves interpreting a person's actions by exploring attitudes, behaviours and experiences in a natural setting (Hughes, 2003; Dawson, 2009).

There are different approaches to qualitative research, examples include: grounded theory, case studies and action research. According to Engward (2013, p.37), '*...grounded theory is an inductive approach to research in which hypotheses and theories are generated from the data collected*'. Researchers immerse themselves in empirical fieldwork to generate theories based on findings as opposed to testing a theory in real-life (Denscombe, 2014). In this approach, the researcher cannot predetermine what is going to happen and adopts a neutral stance. The idea is to explore the social incidents, observing people's experiences, identifying any problems that arise and how these issues are resolved (Engward, 2013).

Similarly, case studies look closely at the relationships and processes within a social setting. Attention is not only focused on what happens, but also looks to explain why things occur; it allows the researcher to look specifically at a situation (Denscombe, 2014). Although this approach is appropriate, it can be very time consuming. Case studies are often in-depth and explore past and present issues to generate a rich source of data; however, the focus will be on just one critical incident observed in a class session (Adams *et al*, 2007). According to Tripp (1993), a critical incident is not something that exists independently, it is a 'typical' situation interpreted as 'critical' after deeper analysis by the observer. A reflective, systematic approach needs to be undertaken to address areas of need; this can be done through action research (Hine, 2013).

Aveyard (2014) defines action research as a qualitative approach where practitioners scientifically study the effect of their decisions and actions to identify how to improve their own practice. This research strategy not only gains better understanding of the incident, but also evaluates the impact on practice, it is 'part and parcel of the research' rather than an 'afterthought' (Denscombe, 2014). Comparably, all three methodologies have similarities and are purposeful to ensure a thorough analysis and evaluation is undertaken so that teaching practice becomes more effective as a result.

There are several research methods to gather qualitative data: such as, in-depth interviews, questionnaires, focus groups and direct observations (Aveyard, 2014). Participant observation is when the researcher becomes a part of the group being observed to collect data. The advantages are to have first-hand experiences and observe events as they occur in a real-life context, it helps to develop a better understanding of the behaviour and provides an opportunity to ask questions (Aveyard, 2014; Kawulich, 2005). Conversely, being too familiar can cause a lack of objectivity or focus on an incident, or a biased interpretation can be formed based on own beliefs or conceptions. The researcher may miss important issues due to preconceived norms, whereas a stranger would pay closer attention to the little things (Kawulich, 2005). Alternatively, a non-participant observation technique can be used which allows the researcher to observe what is going on without an active role in the situation. Nevertheless, whilst observing, it is important to not be obtrusive as this may unintentionally affect the behaviour of the group if they know they are being observed, thus invalidating the data collected; also known as the Hawthorne effect (Adams *et al*, 2007; Encyclopedia.com, 2019).

Moreover, when researching, it is important to adhere to ethical considerations to protect those participating in the research from any potential harm that can occur as a result. The British Educational Research Association (BERA, 2018) have set out guidelines to ensure educational researchers operate within a respect for others, and themselves, when undertaking research. BERA (2018) believes that everyone should be treated fairly and sensitively; individual rights and differences should be respected. Participants in the study must be fully informed of the nature of the research, what the data is being used for and why. Informed consent must be obtained with the understanding that the participants have a right to withdraw from the research at any time. In addition, any sensitive data should be confidential and anonymised so that it cannot be traced back to the participant or establishment. Many large-scale research projects have to apply for consent from an ethics committee and are unable to proceed until permission granted.

Prior to undertaking observations, written and oral explanations of the nature of the research were sent to the headteacher at the school to obtain consent. Furthermore, written consent from parents was already acquired at the start of the school year to perform observations during the academic year for assessment purposes. A total of four observations were carried

out in the Foundation Phase; Year 1 (28 pupils aged between five and six years) and Year 2 (31 pupils aged between six and seven years), both classes have a higher percentage of boys than girls. Field notes were taken in each class to gather data to record everything observed in a session along with a subsequent reflection using a specific model (Assisted Reflective Conclusions (ARC)), which can all be seen in the labelled appendices. Initially, notes were taken as a non-participant; however, during the observation (Appendix 3), it was necessary to become an active participant to help control the behaviour of the child (Appendix 4). Whereas Kawulich (2005) suggests this could be disadvantageous; in this instance, it was beneficial as it gave a deeper insight into the behaviour of the child.

To provide further context, the school is located within a deprived area of Wales where most pupils live in the vicinity. There are 239 pupils on roll, aged between three and eleven years. They are organised into eight classes starting with nursery, available for three and four-year-olds who initially attend school on a part-time basis, up to Year 6. In addition, the school has a Flying Start provision on site for children aged two years until eligibility to start nursery. Around 29% of pupils are eligible for free school meals, which is much higher than the national average of 22%. Just under half of the pupils speak English as an additional language and approximately 30% of pupils have additional learning needs, which is higher than the Wales average (21%). Furthermore, there are currently 14 pupils who have statements of educational needs (Estyn, 2014; My Local School, 2019).

In line with BERA (2018) guidelines, all names have been anonymised with pupils allocated a letter, for example Child A, and teachers have been referred to as a class teacher. After analysing the completed field notes, critical incidents were identified; however, due to word count restrictions, this assignment will focus on just one (refer to Appendix 3). To ensure the reliability and validity of the literature, peer-reviewed journals, academic literature books and reputable online sources will be used to form the basis of the literature review (Cryer, 2006) and the implications to the new curriculum's four purposes will be discussed (Donaldson, 2015).

Firstly, Aveyard (2014) defines a literature review as a comprehensive study of collected works related to a specific topic. Using a systematic approach, the aim is to synthesise all the information from different sources to form an overall interpretation of the critical incident

(University of Leicester, 2019). The following incident was observed in Year 2 (retrieved from Appendix 3):

Child A was exhibiting destructive behaviour throwing objects, was visibly upset and demanding to go home, refusing to take part in activities. The teacher explained that Child A has cerebral palsy, often 'acts out' and becomes aggressive in a bid to be sent home. The previous year, Child A would be sent home for aggression to ensure the safety of peers. However, due to low attendance this has been stopped. The teacher explained that he could not move the child's peg as a consequence as this would escalate the situation.

For critical analysis, the following areas have been identified: firstly, behaviourism, with attention to operant conditioning; secondly, possible attachment difficulties due to motor disability; and finally, the impact this could be having on the child's overall well-being. This incident was deemed 'critical' in relation to Donaldson's (2015) recommendations for the four purposes of the new curriculum for Wales 2022.

Four purposes were recommended to equip children and young people with the necessary skills to thrive in today's society by promoting high aspirations in young learners, building on strengths and desires to achieve. The new curriculum aims to holistically develop the type of learners who are '*...ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; and healthy, confident individuals*' (Donaldson, 2015, p.29; WG, 2017). Each purpose has key characteristics that need to be developed through the curriculum to enable learners to be successful. With reference to the incident, Child A demonstrates that achieving some of the aspects in all four could potentially be unattainable if this behaviour continues; consequently, having a detrimental impact to the child's holistic development. This assumption will be rationalised, in connection with the characteristics deemed unattainable, during the course of the literature review and justified through theory.

In terms of child development and learning theories, there are three main theories that offer differing perspectives on the needs of children and how they learn: these are constructivism, behaviourism and humanism (Costley, 2006). However, it is important to recognise that there is not just one theory that can be applied to everyone, for example there is no 'one size fits all'. Nevertheless, each approach has contributed to understanding how children learn (Ryan and Grieshaber, 2004; MacBlain, 2014). After careful consideration, the behaviour Child A

has shown reveals that behaviourism and attachment theory are more suited to interpret why the child responded in this way.

The main area identified in the incident was the child's destructive behaviour and lack of discipline; therefore, this will be discussed first using behaviourism theory to interpret the behaviour. In psychology, behaviouristic approaches dominated the first half of the twentieth century (Ó Siochrú, 2018). The principle of behaviourism assumes that the learner is passive, an 'empty vessel', who responds to environmental stimuli and through reinforcement the responses become learned behaviours (Learning Theories, 2019). Watson studied the conditioned reflex of human behaviour and believed in three basic emotional responses: fear, rage and love. Watson's research involved 11-month old Albert who was exposed to a range of stimuli to observe his responses. When Albert experienced distress at a loud noise, Watson proceeded to present the noise with the addition of a rat. After a few trials, the rat was presented minus the noise; however, Albert still responded with fear. Although this trial would be deemed unethical today, it did prove Watson's theory that emotional responses are learned and not instinctive (Moore, 2017). Examining the incident, at first it was unclear why Child A was distressed, the teacher provided some clarity which sparked the assumption that the behaviour is a result of a conditioned response. As Watson's theory suggests, Child A had learned from the previous year that rage and anger would result in being sent home. Despite this, the teacher went against the child's wishes causing the behaviour to spiral out of control.

Whereas Watson suggests the stimulus-response is fixed, Skinner believed that learners' responses are interchangeable. Although influenced by Watson, Skinner believed that responses could be conditioned through positive and negative reinforcement, and developed the concept of operant conditioning (MacBlain, 2014). In education, Skinner's theory is widely used as a behaviour strategy to achieve the desired responses from learners by means of rewards; positive reinforcement including verbal praise or prizes; and sanctions as negative reinforcement, such as withdrawal from an activity. Through repetition of these actions, behaviours can be modified. The child learns that positive behaviour will result in good things happening; likewise, negative behaviour will result in a consequence (Cremin and Burnett, 2018). Ideally the child would want to receive more positive reinforcement; thus, the negative behaviour will decrease. The child learns that there are consequences for their actions. Despite this, the teacher was unable to operate the class' behaviour strategy as this would have added 'fuel to the fire'. In retrospect of Donaldson's (2015, p.30) purpose of becoming an ethically informed citizen, one of the key characteristics is to '*...understand and consider the impact of their actions when making choices and acting*'. Consequently, the absence of

negative reinforcement will not teach Child A the effects of his actions; therefore, Child A will not learn the correct response and the respectful way to behave towards others.

The second area identified in the incident was attachment difficulties which could be a result of the cerebral palsy. Firstly, the National Health Service (NHS, 2019) describes cerebral palsy as an umbrella term for a group of lifelong conditions that affect movement and co-ordination. Although the exact cause of this condition is not clear, medical experts believe the cause is trauma to the brain that occurs before, during or soon after birth. According to Ketelaar *et al* (2008), parents of children with cerebral palsy can often experience high levels of stress and find it difficult to cope with the caregiving demands. This can have a negative impact on the overall mental health of the primary caregiver; thus, having an impact on the child's development (Howe, 1995). Furthermore, Bombèr (2007) suggests that the quality of attachment between a child and parent can be compromised if the child has a disability.

Attachment theory aims to understand the relationship between a child and primary caregiver (usually the mother). Over the years, many researchers and practitioners have explored, reformulated and added to the vast amount of increasing literature to attachment theory that exists today. According to Prior and Glaser (2006), attachment theory is based on the bond between the child and the caregiver and the need for protection, care and security (Rothbaum *et al*, 2002). Suffice it to say, attachment is more than meeting basic needs, such as feeding; love, attention and comfort are also needed to form a secure attachment.

Bowlby's attachment theory has influenced educational provision for learners who display anti-social behaviour. Many local authorities have established nurture groups in primary schools to help children build positive relationships, to feel secure and encourage children to discuss feelings to develop autonomy (Cremin and Burnett, 2018). Ainsworth, co-researcher of Bowlby, developed attachment classifications, they are: 'securely attached', 'insecurely attached: avoidant' and 'insecurely attached: ambivalent'. A child who is securely attached demonstrates a preference for the primary caregiver, but is able to feel safe and secure when around others or exploring their environment, safe in the knowledge that they have a secure base to return to. With the 'insecurely attached: avoidant' classification, the child becomes overly distressed and anxious when separated from the primary caregiver. Lastly, a child's response who has an ambivalent insecure attachment is inconsistent following separation from the primary caregiver (MacBlain, 2014). A later classification of 'disorganised' was added by Main and Solomon in 1986 as it became apparent that some children did not fit into Ainsworth's original categories. A child who has a disorganised, insecure attachment often exhibit contradictory patterns of behaviour when dealing with the stress of separation.

Children in this category often have the greatest difficulties in later childhood and adolescence (Prior and Glaser, 2006).

Considering Ainsworth's theory, it is possible that Child A could have an avoidant insecure attachment. Child A is aged between six and seven years old but still exhibits a form of separation anxiety. If a secure attachment is succeeded in infancy, the fear of separation from the parent diminishes. Separation anxiety is a developmental stage that usually subsides by the age of two years; however, this anxiety can return in times of stress or unfamiliar situations (MedlinePlus, 2019). With consideration, Child A was not in an unfamiliar situation that warranted the need to be with a parent at that time; hence, the assumption of attachment issues as the child was overly distressed in the situation. Alternatively, it is possible that the child has a disorganised attachment; however, there is a strong correlation between the avoidant and disorganised classification as both exhibit aggression and hostility towards others. On the other hand, those in the disorganised category tend to have caregivers who are suffering some sort of depression (Prior and Glaser, 2006).

Bombèr (2007) states that longitudinal studies have emphasised that children who are securely attached to their parent or caregiver fare better in their personal, social and emotional development. For instance, higher self-esteem, independence and a sense of autonomy, resilience and the ability to self-regulate emotions, the ability to build positive relationships and have a sense of empathy towards others. Correspondingly, Howard *et al* (2017) states that children with attachment difficulties are likely to present with behaviour problems in the classroom and find it difficult to form relationships. Additionally, children with an insecure attachment can have elevated cortisol (stress response hormone) levels, even in mild situations, which can initiate the 'fight, flight or freeze' response. Child A was clearly distressed after being separated from his mother and initiated the fight response to be sent home. One of Donaldson's (2015, p.30) characteristics for a healthy, confident individual is that the learner can '*...form positive relationships based upon trust and mutual respect*'. Children with attachment issues struggle to form positive relationships as they have difficulties trusting others; therefore, Child A would not attain this part of the proposed curriculum (Prior and Glaser, 2006).

Furthermore, Child A was quite reluctant to take part in any activities; hence, the aggression could have been used as an avoidant strategy. Although there was no learning activity at that time (assembly), it cannot be ruled out that the child may be reluctant to take part, or be in school, due to reasons other than attachment. This would need to be investigated further to check if there are any additional learning needs other than motor development.

Notwithstanding, the more reluctance there is to join in learning activities, the lesser the knowledge obtained; as a result, Child A will not be able to develop into Donaldson's (2015) vision of an ambitious, capable learner or enterprising, creative contributor. Key characteristics of the two require the learner to build up a body of knowledge and apply the skills in a creative way. A child who has attachment difficulties is unable to progress in their learning (Bombèr, 2007).

Finally, the new curriculum aims to holistically develop learners, this includes the child's overall health and well-being. Donaldson (2015) and the WG (2017) aspire to create the type of learners who are resilient and benefit from high levels of well-being. Notably, there is a strong correlation between physical disabilities and mental health problems (Howard *et al*, 2017). Laevers research focuses on emotional development and well-being and how these affect learning (Allen and Gordon, 2011). Children with low levels of emotional well-being find it difficult to concentrate or engage fully in activities (Pound, 2009). Having a motor disability could limit the child's ability to fully interact with peers and the physical environment. Child A may start to become frustrated that he cannot do the same as his peers and develop low self-esteem. With the added suspicion of attachment difficulties, Child A may find it difficult to make friends which will also affect his social development (Grant *et al*, 2010).

As aforementioned, professionals working with children need to embark on reflective activities to ensure effective teaching and learning. Reflective practice helps professionals to improve practice, develop skills and address the next steps to move learning or difficult situations forward. Learning through successes and mistakes is important for professional development. Using a critical incident technique helps improve performance of both teachers and learners. By breaking down the incident, professionals can evaluate what went wrong and how to improve things in future to progress (Hargreaves and Page, 2013). As a student-teacher, statutory professional standards must be met for teaching and learning to gain qualified teacher status (QTS). The standard for professional learning requires teachers to reflect on practice to extend knowledge, skills and understanding (WG, 2018).

To critically reflect, there are several models that can be used to systematically reflect on the experience. Reflection is mainly triggered by negative feelings; therefore, it makes sense that reflection models tend to focus on the feelings during the experience. For example, Gibbs (1988) model (cited in Johns, 2013) is a reflective circle that starts with a description of what happened, feelings at the time, an evaluation of what was good and bad, an analysis to make sense of the situation, a conclusion of what could have been done differently and finally, an

action plan of what to do if the situation happened again. Gibb represented this as a circle to stress the importance that reflection is continuous (Johns, 2013).

For this assignment, a similar format was used for reflection via the ARC model (refer to Appendix 3). Following analysis, it is believed that Child A may not achieve the purposes of the new curriculum due to behaviour problems, attachment difficulties and poor emotional well-being. As a result, the next teaching and learning steps identified are as follows:

Child A regularly displays unruly behaviour as a conditioned response to be sent home. The school have disallowed this due to attendance; however, the current behaviour system for negative reinforcement cannot be used in fear of escalating the aggression. Positive Behaviour Support (PBS) is one approach that could be used to change the behaviour. Unlike the peg system, the focus is based on teaching the child alternative behaviour rather than using punishment. A Behaviour Support Plan (BSP) should be implemented to provide carers/teachers with a step-by-step guide of when and how to intervene to prevent the challenging behaviour keeping the child and others safe from harm. Consistent use allows the child to learn a more appropriate way of communicating needs (Challenging Behaviour Foundation, 2019).

Child A has possible attachment difficulties and is unable to self-regulate emotions triggered by separation from his mother. There are a variety of techniques that could be used to help the child calm himself; however, before attempting these it is important to not be dismissive of the behaviour. The teacher needs to empathise with how the child is feeling and model the appropriate way to respond to these feelings (Bombèr, 2007). The child needs to be able to interpret and communicate his feelings; this can be taught using the Zones of Regulation framework. The framework is a systematic, behavioural approach that categorises feelings and provides strategies to control emotions based on four coloured zones: red zone is for anger, rage or terror; yellow zone is for stress, anxiety or excitement; green zone is for happy and focused on learning; and finally, the blue zone is for sad, tired or bored (Kuypers, 2019). A 'calm box' to help relieve anxiety could be made with an assortment of suggested activities with visual cues incorporating each of the senses; for example, listen to some music or make the longest worm out of playdough. Eventually, the child will find the best strategy to calm himself down (Bombèr, 2007).

Child A may have poor well-being due to condition and attachment issues. As aforementioned, many schools provide nurture groups which would be beneficial for the child to have access (Cremin and Burnett, 2018). A collaboration between the parents and school

is necessary to provide ongoing pastoral support. Communication between both can help determine any issues at home and support can be provided to help the child cope and build emotional resilience (Moraru and Voicu, 2019).

In conclusion, the aim of this assignment was to conduct an observation to identify a critical incident and identify next teaching and learning steps. The incident was analysed throughout the literature review with consideration to the implications of achieving the four purposes of the new curriculum (Donaldson, 2015). Key areas identified were behaviourism, attachment and well-being. In accordance with the QTS standards for professional learning, the incident was reflected upon and suggestions for next teaching and learning steps identified. If the suggestions are implemented, Child A will learn to use alternative behaviour, learn to self-regulate and build resilience. Successful, consistent implementation should help increase the chance of attaining the characteristics of the four purposes; thus, achieving holistic development.

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Appendices

Appendix 1 – Field Notes Observation 1, ARC Reflection 1

Appendix 2 - Field Notes Observation 2, ARC Reflection 2

Appendix 3 - Field Notes Observation 3, ARC Reflection 3

Appendix 4 - Field Notes Observation 4, ARC Reflection 4

OBSERVATION / FIELD NOTES 1

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/2019

Lesson details: Year 2 class – 28 pupils

Time: 13:00

It is the end of lunchtime and pupils are returning to class from the yard. The class teacher (CT) is standing in middle of the carpet welcoming them in. Most pupils sit straight on the carpet, 5 pupils go straight to their water bottles to have a drink (sink in classroom), 2 boys (X and Y) are standing telling the teacher about an incident in the yard. X tells CT that Y called him dumb, another boy (Z) comes in and says to CT "look what I've done" pointing to a scrape on his knee, X then says to CT "he hit me here in tummy" pointing to Y. CT asks X what hit him, he replies "the ball". The CT says to X and Y that "you have to be careful on the yard, accidents happen when playing football, we spoke about this the other day". The 2 boys sit down on the carpet.

Another adult enters the classroom and tells the CT about trouble on yard with boys saying rude words, another adult comes into the classroom and tells CT about child Z scraping his knee and takes him out of class. The CT sits on chair and says in a firm voice to those sitting on the carpet "I have a really sad face because of what I've just heard, boys saying rude words, I can't believe it! If I hear anymore there will be major trouble! You know that it's not acceptable and if the headteacher hears about this he will be sad too! Have a think about people's feelings, we've spoken about this before!" A child shouts out "it was (name)", the CT says "don't shout out names I know who it is, it's not nice to get your friend into trouble!"

Time: 13:05

The 2 class helpers help the CT take the register by calling the names. The CT praises the class for their attendance and to keep up the good work as the class with the highest attendance will receive a reward. The CT then asks the class who has completed a challenge today and reminds them that they can get a sticker on the chart.

Time: 13:10

The CT recaps what they have been learning, labelling body parts in Welsh, the CT then asks the class to stand to do some Welsh. 2 pupils stay sitting down, the CT sees this and tells them that it is not a choice and they have to take part, so they stand up with the rest of the class. The CT plays a 'Simon says' game where the children must point to the Welsh body parts called out. Most of the class join in and repeat the words, one boy (A) is at the back not pointing to correct body parts and is playing with the ribbons hanging from the ceiling. The activity finishes and the class sit back on the carpet, the CT praises the class for remembering the new Welsh words.

Time: 13:15

The CT instructs the class on what they will be doing for the afternoon. Child A is playing with the Lego in the construction area, the CT notices and reminds A not to play with it now, but in free choice it is fine. Child A puts Lego down and sits facing the teacher. The CT asks the class "what were we doing this morning?", several pupils put up their hand, the CT points to different children to provide response. Some responses were looking at



Appendix 1

characters from the book, some responded with the challenges they had been working on set by the CT.

The CT showed a pupil's challenge book to the class, there were 6 independent challenges set relating to the class theme and what they have been learning, they had to complete at least 4. The CT asked the class "what does it mean by 'at least' 4?" The class replied with "we have to do 4 of them". The CT showed examples of the pupils' work, praised them and reminded the class to tick the box next to the challenge when they have completed it. The CT then proceeded to give reward points to those who had followed the instructions and completed at least 4.

Classroom culture

(Are the students focused on learning?)

When the pupils first entered the class, the majority conformed to class rule of settling down on the carpet, apart from those who had a drink first; however, this was allowed and they settled quickly. Child X and Y were unsettled after an altercation during playtime. The CT appeased both boys by explaining how accidents can happen during football.

During the Welsh, most pupils were engaged in the activity, joining in, repeating the words and pointing to the parts called out. One pupil moved closer to the teacher to copy the actions as she was standing behind someone who was taller. Two of the pupils were reluctant to participate; one joined in, the other one was disengaged (child A playing with ribbons).

The pupils were engaged answering open ended questions during plenary of what they had been learning before lunch. Most of the pupils had followed the instructions and completed at least four of the independent activities and had been rewarded.

Objectives

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

Although there were no written objectives on the board, the CT explained to the pupils what they were going to do and the tasks had been introduced in the morning (prior to observation). The Welsh game was a fun activity that was linked to one of their challenges; they had to draw a picture of themselves and label the parts in Welsh. There was a class display that the pupils could refer to for spelling. The purpose of the game was to check if the pupils could identify the parts when asked orally.

Direction

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

During the Welsh, the CT joined in with the actions to model what was expected of them and repeated words to ensure they were able to identify the parts correctly. For the independent activities, the CT had selected examples of pupils' work who had already completed the tasks correctly and presented to whole class to demonstrate what was expected of them. Each pupil had a book with a picture of each challenge as well as instructions of what to do. The CT modelled that once the task is completed, you put a



Appendix 1

tick in the box of the ones you have done. The CT checked that the pupils understood the instruction of 'at least'.

Access and challenge

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

All pupils were able to participate in the lesson. There were 6 different challenges that were accessible for all abilities.

There were 2 ICT challenges using numeracy and literacy programs where the pupils had personal login credentials to access suitable content appropriate for their level. One of the activities was decorating a character, for example, instead of black and white stripes for a zebra, what other shapes or patterns can you use? To label the parts of the body in Welsh, a diagram was on display as well as a shared piece of work on the interactive whiteboard to label correctly.

In order to challenge each pupil, their spelling words were in the book to practise as well as a writing activity – I see, I think, I wonder where the pupils had to look at an image and write what they can see, what they think is happening in the picture and why they think it is happening.

Assessment

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

The CT asked open-ended questions to activate prior knowledge of what they had been learning the previous session. During the Welsh activity, the CT observed the pupils to see if they were completing the right actions, if they were not then these parts and actions were repeated until they all did the right action. Before the pupils were sent off to complete their challenges, the CT used the pupils' work in her plenary to check the work had been done correctly and to show good examples of what was expected.

Specifics / Critical Incidents

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

- There were a few altercations in the yard which resulted in pupils being unsettled when coming back to class after lunch. The teacher spent five minutes dealing with the incidents before the register could be taken. In addition to this, the teacher reminded them that they had spoken about saying 'rude' words before; therefore, this suggests that either the pupils have not listened, have no regard for behaviour rules or they do not understand the consequences of their actions.
- The pupil who was disengaged during the Welsh did not want to participate in the activity, even after being told it was compulsory. It could be that he has some social anxiety and doesn't like being in a crowd, he may not feel comfortable doing the actions through fear of getting it wrong.

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

Dyddiad/Date: 25/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Transitioning from yard to classroom

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	My initial feelings were that the lesson went relatively well, most of the pupils were engaged in the activity; however, the pupils were very fussy when coming in from the yard at the end of lunch.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The Welsh activity was engaging, pupils seemed to enjoy, and nearly all pupils (apart from one) were fully engaged. The main part of the experience that didn't go so well was the transitioning from the yard. There was a lot of fuss from pupils who had had altercations on the yard. The pupils were waiting on the carpet much longer than needed to start the learning.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	There were no issues with the Welsh activity, it was fun and engaging and most of the pupils were able to do correctly. For those that didn't, the teacher repeated the actions to ensure correct responses. The main issue was the transitioning from the yard, the teacher was on her own and there were a few incidents that happened during lunch.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	Possibly, for the one who was not engaged, the teacher could have moved the pupil away from the where he was standing as he was distracted by the ribbons hanging from the ceiling. If the teaching assistant was present in the classroom when the children came in, there would have been an extra adult who could have dealt with the issues so that the teacher could complete the register and the learning activity could have been started sooner.
Y profiad newydd / Transformed experience	



Appendix 2

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019

Lesson details: Year 1 class – 28 pupils

The pupils have come back to class after lunch. The class teacher (CT) has put on some calming traditional Chinese music as part of their topic to settle the class on the carpet. Whilst the pupils are settling down, the CT has set up toothpaste and coloured buses equipped with toothbrushes ready for toothbrushing near the sink area.

The CT turns the music off to register the pupils. Some pupils are talking and shouting out on the carpet. The CT raises her hand as a sign to stop. Some of the pupils raise their hand but some are still talking, even those with their hand raised. The CT explains that when she shows '5' they must keep their lips quiet and look at the teacher.

The CT proceeds to greet the class and calls names from the register. If a pupil answers in Welsh, they can put a stroke on the tally chart. This is located at the side of the classroom on the Welsh display. Subsequently, most of the pupils start walking across to the chart to mark it. A queue starts to form; two pupils refuse to sit back down, start arguing and rubbing out the lines. The CT tries to hurry them along by asking them to come back onto the carpet. Eventually, the teaching assistant (TA) intervenes instructing the pupils where to put the lines and orders them to sit back in their spaces. Once the pupils are back on the carpet, the Chinese music is played again, and the pupils are called one bus at a time for toothbrushing.

The CT supervises the toothbrushing, ensuring the pupils start the same time as the sand timer, clean their brushes and place in the correct place in the bus. Usually this is supervised by another TA, but she was in another class helping. As soon as the pupils have finished toothbrushing, the CT introduces a Welsh lesson.

The CT does a quick recap of the phrase they have been learning "Pwy wyt ti?" and says how to answer. Pointing at one pupil in each row, the CT asks the question and has the correct response. The CT praises the pupils and gives a point each. The CT then asks the pupils to turn to their partner and ask each other the question and give an answer. A new phrase is introduced "Ga i ...?" which is written on a flip chart. The CT explains what it means in English "May I have?". The CT has a basket of concrete resources including pencils, coloured pencils, a rubber and scissors. Holding up a pencil, the CT repeats the phrase "Ga i pensil os gwelwch yn dda?" and asks the pupils to repeat using 'my turn, your turn'. Once the CT repeats for each concrete object, the response 'Cei' and 'Na chei' is introduced. This is also modelled using 'my turn, your turn'. The CT also asks the pupils if they know the colours in Welsh and models asking for a specific coloured pencil in Welsh.

The pupils sit in a big circle and the basket of objects is placed in the middle. One pupil is chosen to stand in the middle to be the shopkeeper. The shopkeeper chooses someone to ask for an object, then must reply with 'cei' or 'na chei' and give the object if they answer yes. A new shopkeeper is chosen and someone else is chosen to ask. This is repeated with six different pairs.

Classroom culture

(Are the students focused on learning?)



Appendix 2

When the pupils arrived into class after lunch, the CT created a nice soothing ambience with music to settle them on the carpet. When the music stopped, the pupils became chatty. As a result, the CT had to reinforce the rule of hand up '5' to show that the pupils had to sit quietly. During registration, the pupils became disruptive when marking the tally chart. Nevertheless, the pupils soon settled when the music was put back on for toothbrushing.

For the duration of the Welsh whole class activity, the pupils were engaged and enjoyed being in the role of the 'shopkeeper' or the 'customer'. They listened well and repeated the phrases correctly.

Objectives

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

The purpose of the lesson was to introduce a new Welsh phrase 'Ga i ...? With the response of 'cei' or 'na chei'. The CT made the learning fun by using roleplay and having the concrete objects so that the pupils could relate to real-life context.

Direction

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

To ensure the pupils knew what was expected, the CT modelled the phrase and had the pupils to repeat for each object. When the first shopkeeper was chosen, the CT modelled again what the pupils had to do and gave plenty of praise when they executed the roleplay correctly.

Access and challenge

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

All the pupils were able to partake in the activity. The CT made the phrase more challenging by introducing the Welsh colour names. Those who felt confident could ask for a specific coloured pencil in Welsh.

Assessment

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

The CT effectively assessed the pupils' understanding by asking them to repeat the phrases, asking their partners and having them physically roleplaying, listening to what object the 'customer' was asking for and seeing whether the 'shopkeeper' understood by choosing the correct object.

Specifics / Critical Incidents

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

- The rule of 'hand up' for stopping talking on the carpet during registration had to be reinforced.
- The pupils became very disruptive when marking the Welsh tally chart.

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupils disruptive when marking tally chart.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Initially, I felt that the teacher had settled the pupils well on the carpet quickly by use of soft, tranquil music; however, once the teacher started taking the register all the pupils started getting up. There was a lot of disruption, which was a shame considering how calmly the pupils had entered the class.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The teacher had a good technique of welcoming the pupils back into class. The pupils were calm and sitting nicely on the carpet ready for the register. Once the pupils had answered to the register in Welsh, they were able to stand and walk across the room to add points to the class tally. The pupils became very disruptive with some refusing to sit back down and rubbing the lines the others had marked.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	I would keep the technique of calming music for the pupils to enter the class as this seemed to be successful in getting the pupils to sit on the carpet. The main issue was the way that the pupils could start walking across the room and cause so much disruption after they had been sitting nicely. The teaching assistant was close to the chart; however, there was no intervention until the situation got out of hand with the pupils rubbing out the marks causing others to get upset.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	The class operates a 'helpwr heddiw' system where two pupils are chosen each day to help the teacher with some class routines. The helpers could have had the responsibility of adding the marks to the tally chart instead of everyone getting up to do their own tally. As the teaching assistant was next to it, she could have monitored the pupils marking the chart for accuracy.
Y profiad newydd / Transformed experience	

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019

Lesson details: Year 2 classroom 31 pupils

Pupils from breakfast club are sitting on the carpet reading a book. The teaching assistant has gone to collect the rest of the pupils from the yard. Child A is sitting on a chair near the role play area, visibly upset, raising his voice. The class teacher has stayed with Child A trying to calm the child down. Child A is still upset and starts to become a bit more aggressive throwing objects across the classroom and demands to go home.

The teaching assistant and the pupils return from the school yard, each pupil picks a book from the reading corner and sit down on the carpet. Child A is still crying and making noises. The teacher asks the teaching assistant to take Child A to a quieter area in the classroom. The teacher proceeds to take the register, chooses two 'superhero helpers' by drawing named lollipop sticks that are on the desk.

The teacher tells the pupils it is time for assembly and the two helpers tap pupils who are sitting nicely to line up at the door. The teaching assistant comes back into the main area of the classroom and tells the teacher that Child A is still upset and doesn't want to join the class to go to assembly. The teacher agrees to leave Child A in the quiet area but asks the teaching assistant to stay. The teacher then leads the rest of the class to assembly.

When the teacher returns, he explains to me that the Child A has cerebral palsy, often 'acts out' and becomes aggressive in a bid to be sent home. The teacher further explains that the previous year, Child A would be sent home for aggression to ensure the safety of peers. However, due to low attendance this has been stopped. When asked what the procedure is for dealing with the behaviour, the teacher explained that he could not move the child's peg as a consequence as this would escalate the situation.

Classroom culture

(Are the students focused on learning?)

Apart from Child A, all pupils entered the classroom quietly and knew the routine of choosing a book and sitting down on the carpet when they enter the classroom in the morning.

Objectives

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

The observation took place first thing in the morning before assembly; therefore, there was no structured lesson at that time. However, the expected behaviour of the pupils entering the class was evident and they conformed well to the morning routine.

The use of books was helpful in settling the class and the teacher chose different pupils to read a word or one line out aloud from their book. Even though there was no actual lesson, the pupils were reading books related to their topic of Superheroes; therefore, they were gaining relevant vocabulary and seeing the structure of comics which would help with the design of their own comic in a subsequent lesson.

Direction

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



Appendix 3

The pupils are familiar with the class routine of how to enter the class in the mornings. They were engaged in choosing a book ready to sit down and were ready to be chosen to read out aloud.

Access and challenge

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

Child A was reluctant to join in with the rest of the class and was taken to a quieter area for the safety of his peers as he had been throwing objects onto the carpet.

All other pupils were able to easily access a suitable book of their choice from a wide variety of materials in the reading area. When asked by the teacher to read aloud from their book, it was the pupil's choice to read one word or a full sentence. Those that were confident reading asked if they could read more.

Assessment

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

Although there was no structured lesson at this time, the teacher was able to assess if the pupils could read the book they had chosen by asking them to read aloud.

Specifics / Critical Incidents

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

- Child A's disruptive behaviour and the inability to use the class behaviour system in fear of escalating the situation further.

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

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child A's destructive behaviour

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	Child A's behaviour was quite extreme and challenging. Although his peers were kept safe from harm and the teacher handled the situation well by moving him to a quieter area of the class with the teaching assistant, there was no reprimand for his behaviour. As a result, the child will not learn that his actions have a consequence and that it is not an acceptable way to behave.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	Despite Child A's behaviour, the rest of the pupils ignored the behaviour and were able to follow the morning routine well. Likewise, the teacher was still able to ask individuals to read out aloud and get the class ready for assembly, keeping the pupils safe from potential harm. The teacher stated that Child A regularly acts in this way in a bid to be sent home; however, the teacher is unable to use the peg system due to fear of escalating the aggressive behaviour.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	The teacher uses a good routine that works in settling the class quickly and efficiently when arriving in the morning. It is a great opportunity to increase the amount of independent reading in class too, pupils fully engage and are free to choose a book of their choice. The teacher also gives the opportunity for the pupils to share what they are reading with the rest of the class by asking individuals to read aloud. The use of helpers is a great way of stopping potential conflicts when lining up for assembly. The main issue was Child A's destructive behaviour and the impact this could have if this continues. The child was also visibly upset which is a concern for his overall well-being if this is a regular occurrence.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	The reasons behind the child's destructive behaviour need to be investigated further to establish the triggers. An individual behaviour plan would need to be used to try and reinforce the correct behaviours instead of using the peg system. Additionally, the child would benefit from some pastoral care to help him recognise his emotions and learn how to deal with them appropriately. Behaviour should be monitored to see if the behaviour plan is working effectively.
Y profiad newydd / Transformed experience	



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/2019

Lesson details:

Read Write Inc Group – mixed group of pupils from Year 1 and Year 2, 12 pupils in total in the group.

The pupils are sitting on the carpet, the teacher has a pack of sounds that they are learning. The pupils say the sounds in synchronicity. The teacher then shows the card of the sound they are learning today and says the sound asking the pupils to repeat. The teacher then proceeds to ask the pupils to repeat in different ways. The teacher then places the card in the pack and asks the pupils to repeat the sounds again but this time they must 'catch the sound' when they see the new sound they are learning. When the sound card is revealed all the pupils raise their hand and point to the sound to 'catch it'.

The teacher now shows the pupils green cards with new words that include the new sound they are learning. The pupils sound out the words phonetically and blend together to say the full words. The teacher gives praise to the pupils for working so hard and doing really well remembering the sounds. The teacher then gives the pupils their spelling books and directs them to sit at the tables ready for spelling.

All the pupils are sitting around the tables, Child A starts to get fussy looking for a pencil as he doesn't want the one he has been given, one of his peers gives him another pencil from the pot. The teacher asks the pupils to hold up their spelling fingers and tells them how many sounds the word has. The pupils hold up the corresponding amount of fingers. The teacher then says the word and asks the pupils to sound out on their fingers to help them write the word down in their book.

All the pupils write down the word, the teacher then asks the pupils to 'tick or fix' the sounds to spell the word by writing it on the whiteboard. Child A has written the word correctly but says to the teacher that he isn't happy with it. The teacher praises him for trying hard and proceeds to give the next word. Child A starts to get fidgety and starts to throw his pencil across the table shouting, "I can't do it!", he then throws his book and starts picking up other pencils from the pot and throwing them. The teacher asks Child A to stop what he is doing and asks him to practice working on letter formation of 'f' and 'e' as he likes to do these letters. The teacher then asks me to sit by the side of him to keep an eye.

After spelling, the pupils are put into pairs to read their books with their partners. The teacher asks me to be Child A's partner. To encourage the child to read I ask him if he would like me to start the first page, he agrees and uses a pointing stick to direct me to the words. We then take turns reading a page at a time, eventually Child A starts reading the rest of the book and is engaged in the story, answering questions that I ask. At the end of the session, the year 2 pupils return from the other groups and the year 1 pupils go back to their class.

Classroom culture

(Are the students focused on learning?)

The pupils were engaged in the learning and enjoyed catching the sound. Child A was engaged in the lesson until it was time to write spellings. Although Child A was reluctant to read at the start, he did become engaged after a few pages and showed good understanding of what was happening in the story.



Appendix 4

Objectives

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

Read Write Inc is a well-structured programme to help pupils learn phonics and apply them to reading and writing.

Direction

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

The pupils have a Read Write Inc session five mornings a week and are familiar with the structure and expectations of the session.

Access and challenge

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

The pupils are assessed on the phonics that they know and are put into ability groups so that they learn the sounds appropriate for their level. When the teacher thinks the pupil is ready to move on, an assessment is made, and the pupil is moved to the next group accordingly.

Assessment

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

As mentioned, the pupils are assessed at the start of the year to identify the sounds that they know. They are placed into ability groups to learn the next sounds appropriate for their level. Follow-up assessments are made after 6 – 8 weeks (dependent on half term/end of term) and moved into the next group if progress has been made. If the teacher feels the pupil is working well and has achieved the sounds in that group, an earlier assessment will be made.

Specifics / Critical Incidents

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

- Child A became disruptive when it was time to write spellings, even though he wrote the word correctly he was unhappy and said he couldn't do it.

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

Dyddiad/Date: 02/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child A disruptive when doing spelling words.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Child A was happy and engaged when repeating the sounds; however, his behaviour started to change when it was time to sit at the tables and write spelling words. When writing the word, he had the correct spelling but was still persistent that he couldn't do it. The teacher let him practice his letter formation instead and there was no warning given for the behaviour. When reading, Child A was reluctant to start but was quite competent at reading the story and showed good understanding of what he was reading. This made me question whether the issue was with actual writing. He may have a fear that his writing is not good enough.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgi oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The lesson itself was taught well, the teacher made it fun and engaging by asking the pupils to use funny ways to repeat the sound they were learning. The pupils are confident and know what is expected of them and the lesson is well-structured. The main issue was the quick change of behaviour of Child A when it came to spell the words. Although the teacher pacified the child and the behaviour was controlled, Child A didn't fully achieve the objective of the lesson to spell the words with the new sound.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	Although it is a direct teaching approach, as a student-teacher, I think that the structure of Read Write Inc is a great way of teaching phonics, reading and writing and is something that I would definitely consider using. The programme is taught five mornings a week which is great for consolidating the sounds they are learning and applying them in context. There also seems to be a quick turn-around of pupils progressing and moving onto the next group. Despite the initial engagement, the main issue was the fact that Child A was becoming disruptive when spelling. I feel that this warrants further investigation to see if this is a regular pattern as there may be an underlying issue. For example, the child may be unhappy with the way he forms his letters or doesn't feel his writing is good enough.



Appendix 4

Casgliadau a chamau
gweithredu/

Conclusions and actions

*Beth yw eich atebion posibl i'r
materiaon siomedig a nodwyd?
"What are your possible solutions
to the disappointing issues
identified?"*

*Beth ydych yn mynd i'w wneud
nesaf?
"What will you do next?"*

If Child A is having difficulties with his handwriting, then he could use another way of spelling the words. Magnetic letters on a tray could be used where he must slide the sounds and form the word. This means that he can still participate fully and show that he can spell the words correctly.

The child would also benefit from some handwriting practice, maybe having some multi-sensory activities to spell the words using different media; for example, chalks or using finger in shaving foam. Child A may have poor fine motor skills; therefore, some cutting practice or playing with malleable materials may help to strengthen the dexterity in his hands and help to develop fine motor skills.

Y profiad newydd / *Transformed experience*