

ECAD6007

Student Number: 1904043

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.

Important note: Work has been completed in other than Arial 11 for differentiation purposes as agreed with assignment tutor.

Introduction

Critical Incident (CI) technique in research methodology was first published by Flanagan in 1954, cited by Byrne (2001, p.536), described as a set of ways to gather observations of human behaviour used to “solve practical problems and develop psychological principles”. This became hugely popular for measuring behaviour in occupations in order that the requirements of different working roles could be properly documented (Byrne, 2001, p.536).

This mirrors the rationale behind the assignment – to carry out a CI Case Study (CICS) which is documented in writing using an observation/field notes worksheet (Fletcher-Wood, 2016, p.125). This is then reflected upon by answering a series of structured questions in the Assisted Reflected Conclusions (ARC) Model worksheet. What arises out of this, particularly by deep analysis of the CI, is the documented measuring of behaviour in teaching and learning to improve requirements and roles within the practice. This should ultimately provide students with a better learning experience.

The case study itself is “a single instance of a bounded system” which could include a child, class or school (Cohen, Manion and Morrison, 2000, p. 181). The CI within that system being focused upon is that of a More Able and Talented (MAT) learner and the wider sphere of the difficulties of differentiating for them in a class which is not streamed into a ‘higher ability set’. This took place as part of pioneering work on the new planned programme of studies *yng Nghymru*, as outlined in *Successful Futures – Independent Review of Curriculum and Assessment Arrangements in Wales* (Donaldson, 2015).

Observation

School and Class Context

The observations, including the session revealing the main CI, the focus of the study, took place during four lessons for Year 9 students, aged between 13 and 14, over one day in a secondary school in South Wales. It is known as a 'green' school (Welsh Government, 2018) under the National School Categorisation System, which means it is among the "most effective" in Wales, followed by less effective schools from yellow and amber to red (Wightwick, 2019, p.1). The mixed school caters for ages 11 to 18, including a Sixth Form among its 1,700 pupils. with only 6.5 per cent of pupils claiming Free School Meals (FSM) (Welsh Government, 2018). This is "well below the average of 17 per cent for secondary schools in Wales" (Estyn, 2018a, p.2). In its last Estyn inspection, it was rated "excellent" across all categories, and, importantly, it is a Pioneer School working with the Welsh Government and other schools to develop the new planned Welsh Curriculum (Estyn, 2018a, pp.2-3).

Following British Educational Research Association (BERA) guidelines for the research, participants' "voluntary informed consent" is needed for them to take part, but in the case of an institution like a school, its leaders may agree to take part as "gatekeepers" representing teachers and students (BERA, 2018, p.4). However, the researchers still have to ensure it is the "norm" that data on the participants gathered by the research is "confidential and anonymous" and therefore accord that right to both the institution and individual participants (BERA, 2018, p.9), which is why the school cannot be identified in this research.

Methodology

The CICS observation method emerged as a way to collect qualitative (non-numerical) data rather than quantitative (showing quantity, amount or range) data from traditional scientific experiments. Cohen and Manion (1992, p.124) explain that within educational research, there is the "scientific paradigm [model]" which relies upon creating "theoretical

frameworks which can be tested by experimentation, replication and refinement”, a great strength over CICS. Nonetheless, CICS is what Cohen and Manion (1992, p.124) describe as “an alternative perspective” which is “*interpretive and subjective*” and should complement rather than compete with the scientific model.

Tripp (2006, pp.24-25) explains that the CI in this instance is usually, but not always, “a straightforward account of very commonplace events”. He concludes that these more “typical” events, which are noted in real time, are then made “critical” by further analysis, placing it in “a wider, usually social, context”. He adds the analysis is intended to “confirm (verify) something we already suspected (hypothesized)” but also may lead to a completely new conclusion (2006, p.43).

Cohen and Manion (1991, pp.122-124) explain that a “method of observation” is “at the heart of every case study” and this type of researcher normally observes an “individual unit”, for example a child or a class. The rationale behind such a study, which includes the research undertaken for this project, as Cohen and Manion (1992, p.125) state, would be to deeply analyse the many phenomena surrounding the “unit” observed [in this case, a pupil involved in a CI] in order to work out generalisations about the wider population to which they belong [the secondary education sector in Wales]. The very in-depth and analytic nature of the case study, which is also easy to understand, are great strengths, although generalising the findings can prove difficult, as well as showing exactly what the ‘case’ being studied is. The real life emphasis adds validity to the findings however, which can be analysed to show abstract theoretical ideas the teacher may be using in practical ways in the classroom.

The type of method used by the researcher in this instance was non-participant observation, where notes were made answering a series of

structured questions on field notes (Fletcher Wood 2016, p.125, see also Appendices 1-4). These were followed up by more structured sheet questions using the Assisted Reflective Conclusions (ARC) Model (see Appendices 5-8). An optional extra could be to produce a diagrammatic record of the observation, called a sociogram. This can be a pictorial diagram of how students move around the class during a session, particularly if put into groups, shown by each child being represented by a circle. As Sharman, Cross and Vennis (2006, pp.45-46) state, it can record “social contacts” one child makes, or “the friendship among a group of children” which can apply to how children react to each other after getting into different groups in class to complete tasks. However, they add this “is subject to considerable distortion” if just recording the friendship aspect. For example, students can just stay with their friends to complete group work, unless asked to move and work with others by the teacher.

There can also be participant observers, such as Willis (1977), as cited by Cohen and Manion (1992, p.125) who observed schoolchildren as a member of the class. The disadvantage of both participant and non-participant style is that the observer can be biased, even when they do not participate, as they may “look for” a CI based upon their own knowledge rather than wait for a more ‘natural’ one to occur. The observees can behave in ‘biased’ ways as well, owing to the Hawthorne Effect, as they can change their usual behaviour because of the mere presence of the observer. As Cohen, Manion and Morrison (2000, p.127) state, this can “contaminate experimental treatments in educational research” when the subjects understand they are “guinea pigs”.

Four Purposes

The CI this research is focusing on took place during a Year 9 iExplore (Drama/Expressive Arts) class, where the 16 students had been allowed to

choose the subject under the school's work as a Pioneer for the planned 'Donaldson Successful Futures' curriculum. Feedback on the draft syllabus of the new Wales Curriculum closed in July this year, leading to an amended version next January, due to be implemented across Wales from primary schools up to Year 7 secondary by September 2022, then rolled out each year as learners progress from this stage (Welsh Government, 2019a). There was a MAT student in the class, and the CI appeared to arise from the fact that this class was optional and therefore the students were of mixed ability, with the MAT pupil appearing to 'lead the way'. The context of the CI was during a class discussion about a play the students were working on and perfecting in order for it to be performed at a feeder primary school. The researcher observed that they had just performed an embryonic version of the play and the discussion was about the feedback on its strengths and weaknesses. The CI happened when the student almost challenged the teacher, who was leading the discussion, stating forcefully that the 'dad' in the play had been in prison (see Appendix 1). This then became the crux of the discussion, but at the same time it seemed to cause some agitation to the other students because it appeared here that the MAT student was now leading the class. The teacher then had to step in, counting down from three to one in Welsh to quieten them down.

Donaldson's planned 2022 Curriculum for Wales, outlined in his report *Successful Futures*, sets out its four purposes – that all children and young people it has been delivered to should emerge as ambitious, capable learners; enterprising, creative contributors; healthy, confident individuals; and ethical, informed citizens (2015, p.31). The CI related to two purposes of the 2022 Curriculum. Firstly, the MAT learner was presenting herself as an 'ambitious, capable learner'. Donaldson notes that these types of students "set themselves high standards and seek and

enjoy challenges” as well as using the “body of knowledge” they are building up to apply it to “different contexts” (2015, p.31). The MAT student set herself a very high standard as the ‘leader’ in the discussion and appeared to enjoy challenging the teacher as her tone was very forceful and precise when she made the point about the father character having been in prison. She used the body of knowledge she had built up about the play to apply it to the different context of revising it.

Secondly, Donaldson further notes that “enterprising creative contributors” can “think creatively to reframe and solve problems” (2015, p.31). The MAT student managed to do this as her comment about the father’s background in the play led the discussion towards ‘reframing’ it by emphasising this context, and no-one else in the class had thought of that.

It was particularly telling that the CI, which clearly links to two of the four purposes, took place in a school which launched an iLearn curriculum in September 2016, based around the Donaldson programme of study, and has also implemented his six planned Areas of Learning and Experience (AoLEs) (Estyn, 2018b). The qualitative evidence from the CI appears to show that using the new curriculum is successfully producing the kind of learners expected to be created by it.

Literature Review

The combination of the qualitative data emerging from the CICS observations and the literature review has led to *triangulation*. Gerard and Taylor (2004, p.42) explain this is where researchers can learn something about a third matter [the apex of the triangle] when coming from two different angles [the triangle baseline].

It has become highly evident from the review of books, peer-assessed journals, articles and reports, combined with the qualitative data from the CICS observations (the triangle baseline) that the provision among schools

for MAT learners in Wales is ‘uneven’. This has told the researcher that the answer to this could be to enshrine MAT learners as having an Additional Learning Need in law (the triangle ‘apex’). Unfortunately, the Welsh Government’s Additional Learning Needs and Educational Tribunal (Wales) Act 2018, which is due to replace the current Special Educational Needs (SEN) system from September 2020 (Dauncey, 2018, p.1) does not include this provision.

Firstly, who exactly are MAT learners? In its report, *Supporting more able and talented pupils*, Estyn (2018c, p.1) cites the Qualifications, Curriculum and Assessment Authority for Wales (ACCAC, 2003) definition as pupils in Wales who have higher ability “across the curriculum” and those who show “particular ability of aptitude in one or more specific areas” which could include “art, music, drama or sport”. Estyn (2018c, p.1) states it covers about 20 per cent of pupils across primary and secondary schools in Wales who may also exhibit “exceptional leadership, team working or entrepreneurial skills”, but, crucially, “only a few schools” provide well enough “to enable them to achieve their potential”.

This potential was shown when the MAT student being observed mentioned to the teacher in the iExplore drama class about how the back story of the father being in prison was so important to the play the pupils were creating, the basis of the CI (see appendix 1). The learner did indeed have a ‘particular aptitude’ for drama as she had also been picked by the school to play a lead role in a musical which was being performed for the general public. Here, although it could be argued the learner was ‘challenging’ the teacher, the pupil had actually received what Biesta (2012, p.42) calls “the gift of teaching”. He adds that the student can receive this by being “taught by” the tutor, which “positions the student more humbly vis-à-vis what comes to him or her”. In other words, learning had taken place without the student even realising it. This could be seen

as an example of extremely good practice with a MAT learner, rather than a problem. However, it did cause the class to become quite vocal, leading to the teacher having to quieten them down, as it appeared they realised this student was ahead of them. The same issue reoccurred when the teacher made her best efforts to differentiate by giving the MAT learner a most difficult task within groupings, but she ended up leading this as well (see Appendix 1).

The same student attended her next class which was also a mixed ability session inspired by the Donaldson curriculum, where again she ended up being asked by other students how to complete a task and showed the first signs of frustration with having to deal with 'exceptional leadership' qualities (see Appendix 2). It seemed the student felt more comfortable in her third class, which was a Mathematics lesson, but run at an extremely high level throughout, with no discernible differentiation (see Appendix 3). What could be referred to as the student's 'uneven' learning experience that day reflected the national picture of schools in Wales trying to provide consistency for MAT learners as a whole.

Some steps forward have been taken for MAT learning provision in Wales. Guidelines in 2008, followed by a "suite of professional development and learning materials" in 2012 were both produced by the National Association for Able Children in Education (NACE Cymru) and the then Welsh Assembly Government for schools and local authorities (Estyn, 2018c, p.1). However, this did not appear to go far enough. A review aimed at identifying more MAT learners in Wales concluded that "considerable variation [still] exists in provision" for MAT learners across schools, with only those where senior leaders had prioritised it tending to provide concrete practice for them, adding that all schools should adopt this approach (Welsh Government, 2015, p.35). Estyn (2018c, p.3) found that more able pupils "do not achieve as well as they should" or "use their

skills to a level that matches their ability.” Lampl (2018, p.2) identified it as a Britain-wide problem, stating that while “some schools” helped them fulfil their potential, a “more consistent approach across the board” was needed, with “the best available evidence on what works” called for to achieve this.

The problems of trying to differentiate for MAT learners within mixed ability groups have already been observed (see Appendix 1). Montacute (2018, p.17) states that this strategy *can* work to “accelerate the learning of highly able students” in both mixed-ability classes or ‘sets’ based on similar aptitude, adding that mixed ability classes may even give *more* opportunities for them to be stretched, if appropriate work is given and teacher expectations are higher. However, Montacute adds there are “potential problems” if the promise of a highly able student is not properly identified, as they may then not be stretched or challenged enough by the work given. Kulik (1993, p.1) cited research into student groupings at two American universities by Kulik and Kulik (1991) and Slavin (1987 and 1990) which showed that “higher aptitude students usually benefit academically from ability grouping” especially when these groups included accelerated learning, when the class goes through the curriculum more rapidly in their year or even finish it at an earlier age. Kulik (1993, p.1) concludes that “the adjustment of curriculum to pupils’ ability [...] may be the key” to the door for all learners but higher ability student achievement would “fall slightly” if those groups were mixed ability with greater damage caused if classes with adjusted curricula dependant on ability were vetoed. However, Kyriacou (1995, p.43) states mixed ability groups can come about simply because there are only a low number of pupils studying that particular subject (there were only 16 learners in the observed class where the main CI took place).

The qualitative data from the researched observations and literature review reveal the conundrum that there is definitely confusion about how to provide optimum provision for MAT learners in schools across Wales. Montague (2018, p.4) states there is “currently little evidence on how best to support highly able students”, adding that extra mentoring and tutoring intervention programmes for them could also help, but with the added practical problem that it would only be for a few students in each year because of the nature of these students generally being a ‘minority group’. She recommended that “stronger evidence and evaluation of activity” of what has been successful in schools is “urgently needed” in order to provide greater provision, as well as work that “will fit their needs” (Montague, 2018, p.5). This is where the debate that MAT learners have ALN comes to the fore, and even this varies greatly across schools. Estyn (2018c, p.25) states that “a majority of schools in Wales” look at supporting their MAT learners “as part of their additional learning needs provision”, while others examine them individually with a MAT co-ordinator or team of staff, and there are also a minority where it is not clear who is responsible for them. Estyn adds that the MAT co-ordinator role has declined since Estyn’s previous reports on supporting MAT pupils (2012 and 2011), which has led to less clarity on the responsibility “for overseeing the implementation of policy and practice” for them (2018c, p.25).

The research observations and literature review have shed light on the ‘third perspective’ in triangulation which is an obvious need to improve provision for MAT learners across Wales. The Additional Learning Needs and Education Tribunal (Wales) Act 2018 is aimed at bringing ALN arrangements up to date in schools and Further Education (FE) colleges in what were previously known as the Special Educational Needs (SEN) sector up to the age of 16, and then Learning Difficulties and/or

Disabilities (LDD) in post-16 educational settings (Dauncey, 2018, p.1). It could be argued that MAT learners have ALN too, and arrangements for them in schools and FE colleges, explicitly identifying them as a ALN group within such an Act, should help reduce the clearly uneven provision for them across Wales. The Act states, however, that children and young people will not be considered to have ALN “if their lack of progress or difficulties could be addressed through regular differentiated teaching” (Dauncey, 2018, p.6). This is a common ‘sticking point’ raised by the observation research and literature review, as it is clearly a battleground in educational research as to whether MAT learners *can* still achieve their best outcomes through differentiated teaching in regular classes. Petty (2004, p.541), for example, advocates a similar strategy to the teacher in the iExplore class with the MAT learner in the lesson observed by the researcher, stating that “more able learners” should be stretched “towards the end of the lesson” with “some high order tasks”, which in this case study was writing an additional scene for the play with her group. The teacher clearly differentiated, but it could be argued that the classroom setting created too many constraints for the MAT learner, and additional provision for her ALN might have led to improved performance.

Reflection/Evaluation and Next Steps

I found, on reflecting on the CICS, that it became challenging to know exactly what to do with a MAT learner in a mixed ability class. She almost appeared to be leading the class over the teacher at one point, the ‘critical incident’, when she mentioned about the father character in the play having been in prison, which could change the whole focus of the plot they were working on. This caused the class to become very vocal and unsettled, almost perhaps sensing a shift in authority. However, the teacher dealt very well with this by counting down from three to one in

Welsh, which effectively shifted any loss of power quickly back to her (see Appendix 1).

The difficulty of having a student of such high aptitude in a mixed ability class was highlighted again when the teacher did her best to differentiate by putting the student in one of three groups created to improve on the play they were working on, which was given the most difficult task of writing a new scene for the play. The MAT student ended up leading the group, so it could be argued she needed an even higher ability group to work within, perhaps with the teacher and the reaching assistant (TA) separately on an even higher level task (see Appendices 1 and 5).

Indeed, a similar measure has previously been put forward as a ‘next step’ to meet the challenge of teaching a MAT student in a school. As Estyn (2018c, pp.7-8) explains, some schools in Wales “plan effective enrichment activities” which help MAT pupils “extend their learning” and “have a positive impact on pupils’ attainment and self-esteem”. An example is given of a successful literacy strategy for pupils more able at English in a secondary school who were identified by visits to partner primary schools by a Higher Level Teaching Assistant (HTLA) who then teaches them in small groups when they reach Years 7, 8 and 9. They study additional literature texts which works to “extend their thinking skills” as well as “develop their higher-order literacy skills”. If this opportunity is not available in a school, it could be possible to bring in an extra ‘enrichment’ within the class for any MAT learners during differentiated group work, as noted, by using the TA, teacher, or HTLA if available. It could be that just an extra level of differentiation within the lesson is required to improve outcomes if this is the only possible scenario.

Regarding the CI, which led on to the differentiated group work, where the MAT learner almost appeared to challenge the teacher with her

knowledge of the play, my personal reflection and evaluation for next steps would be to use Activation of Prior Knowledge (APK) by outlining the main points of the play and then using hinge questions, which are short and closed (easily answered factual knowledge) to see if there was anything else that could be added (see Appendix 5). It could be argued, as in the literature review, that the MAT student recollecting the detail about the father in the play was an excellent example of Biesta's "gift of teaching" in action (2012, p.42). However, it may have come across to the other learners as a 'challenge' to the teacher because it came during a general class discussion instead of the possibly better alternative of hinge questions.

Kyriacou (1998, p.118) states how important it is for a teacher to reflect and evaluate on improving their performance in a *systematic* rather than *ad hoc* way. He added that "formal schemes of teaching appraisal" such as those by Wragg *et al.* (1996) have helped to structure the process. The ARC Model used in this research has a similar systematic approach via a series of structured questions to draw out next steps after evaluating what went well, what was disappointing - and why - during each learning experience. This is an approach being used by myself with a reflective journal being kept about my current teaching practice, which can continue to look deeply into these questions in future. The reflection and evaluation of the answers will help inform both my professional and personal development, as it can include issues of building on interpersonal skills with both pupils and staff as well as simply teaching.

Conclusion

The approach taken, as a non-participant observer in a CICS, was highly effective in extrapolating ways to improve the clearly uneven provision for MAT learners in schools across Wales, even extending to explaining how embedding them in law as having Additional Learning Needs could help

solve this unevenness, a conclusion reached through triangulation. As a reflective practitioner in Wales, adhering to the new Professional Standards for Teaching and Leadership in Professional Learning (Welsh Government, 2019b, p.16), the “knowledge, skills and understanding” about MAT learners from the CICS observations, followed by reflection using the ARC model and strengthened by the literature review, have informed the researcher about effective ways on how to “progressively develop pedagogy”. This includes greater knowledge, having been open to “challenge and support” about how to best provide for MAT learners, and how to possibly more effectively differentiate for them in a classroom situation or suggest ways to school leaders on how to improve provision for them outside the usual classroom setting to have a further positive “impact on pedagogy” (Welsh Government, 2019b, p.16).

Furthermore, the knowledge gleaned from the research will help MAT learners being taught by the researcher in future achieve “the best outcomes” by “refining teaching” as necessary for them in order to reach the standard of Professional Pedagogy (Welsh Government, 2019b, p.16). There would be scope to collaborate with partners such as NACE which the Welsh Government adds would “extend personal effectiveness” when working with MAT learners to reach the standard of Collaboration to ensure good practice spreads. To attain the standard for Innovation, the researcher would try utilising an HTLA, TA and himself as teacher to provide what the Welsh Government (2019b, p.16) describes as “controlled and measured” enrichment techniques to help higher aptitude students in mixed ability classroom groupings. Finally, the improvements made for MAT learning provision in professional practice by the researcher should help increase attainment throughout Wales if raised as good practice, as it could help “fulfil [its] educational ambition”, meeting the standard for Leadership (Welsh Government, 2019b, p.16).

Reference List

Biesta, G. (2012) 'Giving teaching back to education', *Phenomenology and Practice*, 6 (2), pp.35-49.

British Educational Research Association (BERA) (2018) *Ethical Guidelines for Educational Research*, fourth edition. Available at: <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018> (Accessed 18th October 2019).

Byrne, M, (2001) 'Critical incident techniques as a qualitative research method', *AORN Journal*, 74 (4), p.536. Available at: [file:///C:/Users/gjd49/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/CriticalIncidentTechnique%20\(1\).pdf](file:///C:/Users/gjd49/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe/TempState/Downloads/CriticalIncidentTechnique%20(1).pdf) (Accessed 12th October 2019).

Cohen, L. and Manion, L. (1992) *Research Methods in Education* 3rd Ed. London: Routledge.

Cohen, L., Manion L. and Morrison, K. (2000) *Research Methods in Education* 5th Ed. London: RoutledgeFalmer.

Dauncey, M. (2018) *Act Summary: Additional Learning Needs and Education Tribunal (Wales) Act 2018*. Available at: <http://www.assembly.wales/Research%20Documents/18-023/18-23-Web-English.pdf> (Accessed 26th October 2019).

Donaldson, G. (2015) *Successful Futures – Independent Review of Curriculum and Assessment*. Available at: <file:///D:/successful-futures.pdf> (Accessed 19th October 2019).

Estyn (2018a) *Report for School X*. Available at: Online PDF X (Accessed 18th October 2019).

Estyn (2018b) *Report on School X's Curriculum*. Available at: Online Site X (Accessed 18th October 2019).

Estyn (2018c) *Supporting more able and talented pupils. How best to challenge and nurture more able and talented pupils.* Available at: file:///D:/Estyn%20MAT%20pupils%20report.pdf (Accessed 21st October 2019).

Fletcher-Wood, H. (2016) *Ticked Off.* Carmarthen: Crown House Publishing Ltd.

Gerard S. and Taylor, C. (2004) *Combining Methods in Education and Social Research.* Berkshire: Open University Press.

Kalik, J. (1993) 'An Analysis of the Research on Ability Grouping: Historical and Contemporary Perspectives', *Davidson Institute for Talent Development.* Available at: <http://www.davidsongifted.org/search-database/entry/a10218> (Accessed 23rd October 2019).

Kyriacou, C. (1998) *Essential Teaching Skills.* Cheltenham: Stanley Thornes (Publishers) Ltd.

Lampl, P. (2018) *Foreword*, p.2. In: Montague, R. (2018) *Potential for Success. Fulfilling the promise of highly able students in secondary schools.* Available at: <https://www.suttontrust.com/wp-content/uploads/2018/07/PotentialForSuccess.pdf> (Accessed 22nd October 2019).

Montague, R. (2018) *Potential for Success. Fulfilling the promise of highly able students in secondary schools.* Available at: <https://www.suttontrust.com/wp-content/uploads/2018/07/PotentialForSuccess.pdf> (Accessed 22nd October 2019).

Sharman, C., Cross, W. and Vennis, D. (2006) *Observing Children and Young People.* London: Continuum International Publishing Group.

Petty, G. (2004) *Teaching Today.* Cheltenham: Nelson Thornes Ltd.

Tripp, D. (2006) *Critical Incidents in Teaching: Developing Professional Judgement*. Abingdon: Routledge.

Welsh Government (2015) *Review to identify more able and talented provision across Wales*. Available at:

<https://dera.ioe.ac.uk/25313/1/160106-mat-report-en.pdf> (Accessed 21st October 2019).

Welsh Government (2018) *My Local School*. Available at:

http://mylocalschool.gov.wales/?_ga=2.198834668.2117815148.1572203783-570320831.1559691120 (Accessed 18th October 2019)/

Welsh Government (2019a) *A guide to curriculum for Wales 2022*. Available at: <https://hwb.gov.wales/draft-curriculum-for-wales-2022/a-guide-to-curriculum-for-wales-2022/> (Accessed 19th October 2019).

Welsh Government (2019b) *Professional standards for teaching and leadership*. Available at: <https://s3-eu-west-1.amazonaws.com/hwb-live-storage/fc/a7/a4/e2/e348428381e68434ea93f611/professional-standards-for-teaching-and-leadership-interactive-pdf-for-pc.pdf> (Accessed 27th October 2019).

Wightwick, A. (2019) 'Wales' schools colour codes 2019 revealed: Find out how your school rated', *WalesOnline*, 31st January. Available at:

<https://www.walesonline.co.uk/news/education/school-colour-codes-2019-wales-15754205> (Accessed 18th October 2019).

OBSERVATION / FIELD NOTES

APPENDIX 1

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Lesson details: iExplore (Expressive Arts/Drama). Year 9, Mixed gender and ability class. The 16 pupils with desire to study drama have decided to take this class as a result of personal choice. Based in a secondary school in South Wales. First lesson of the day after registration, starting at 8.55am and lasting 58 minutes. Students perform and improve play they are working on for a primary school performance.
Classroom culture (Are the students focused on learning?) The students were asked by the teacher how they were feeling. As it was first lesson and they had just had to walk on a slightly cold morning from their registrations groups which included stepping outside to get to the iExplore class in another part of the school, they replied they were feeling “tired and freezing.” The teacher solved this problem by warming them up with a game of ‘Captain’s Orders’, where one person plays the ‘captain’ ordering the others to act out activities, with the fun movement involved in this making them ready for learning. After this, the teacher started Activating Prior Knowledge (APK) by emphasising the last performance pf the play they were working on, which they were building on today.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) After the students had ‘warmed up’, both physically and emotionally, with a fun game linked to drama, the teacher made it explicitly clear that the group were practising and improving on a play on internet safety which was going to be performed ‘for real’ at one of the secondary’s feeder primary schools. The class ‘troupe’ was given the name of STAR (Swansea Theatre Arts Revolution) to help focus them on teamwork. Although the first objective was spoken rather than put on the board or in a PowerPoint, all students were clear on what was about to happen. They had to perform in front of the class what they had done so far to enable them by student ‘modelling’ to show how to do it and what could be improved. The objectives were more ‘broken up’ in the sense that the second task, announced after the first, was to work in groups to add these improvements to the play following a class discussion.

APPENDIX 1 CONTINUED**Direction**

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

Yes. After performing what they had already worked in, the teacher facilitated an excellent class discussion. The students decided it was not totally clear that, although there were three characters in the play, including a father 'checking up' on his daughter's social media chat use, that she was only speaking to a friend. It was added that the two friends were not distinct enough characters in their own right.

They discussed together how this could be improved and, with student input, it was eventually decided to split the class into three groups - one to work on a monologue (where one character talks) of one of the younger characters, the second to work on a duologue, where the two young characters speak to each other, and the final group to add an extended scene to provide further clarity to the play's plot.

Access and challenge

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

The students were all focused on performing the embryonic play and were challenged further by the 'buzz group' work following the class discussion. The groups were based on the ability of the student, with the monologue being given to the 'lower ability' group, the duologue the 'middle ability' set and the extended scene the 'higher ability' group. Although it did appear the More Able and Talented (MAT) learner could have benefitted from an extra challenge.

Assessment

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

When the teacher was of the impression the students were not in the mood to learn before the lesson started properly, she used movement, walking around the room to lead 'Captain's Orders' to ensure they were all taking part and then ending the game by the time she realised they were ready to learn.

During the lesson, she assessed the performance of the play by discussing dramatic techniques with the class afterwards which could be added in, such as direct address to the audience, known as 'breaking the fourth wall'. She asked the class 'What was the target for you?' to focus their minds before the 'buzz group' work.

She reinforced before, during and after the lesson that the play should be 'educational and informative', making this a thread which ran through the lesson and gave the class the main objective for the performance.

Specifics / Critical Incidents

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

The critical incident, which has formed the basis of this assignment, occurred when a MAT pupil appeared to challenge the teacher during the class discussion, noting that the 'dad' in the play had been in prison, remembering the 'back story' of this character, which then went on to form the basis of the class discussion. However, the class became unsettled at this point, which appeared to arise from the MAT student

APPENDIX 1 CONTINUED

raising an important point before the teacher, which led to the students being quietened by a countdown of “tri, dau, un” in Welsh (“three, two, one” in English). The specifics of the incident were highlighted again when the MAT student ended up leading the ‘higher ability’ class introducing an extra scene into the play. The difficulty was that the student’s ability was so high that the teacher, although she had differentiated by putting her in this group, could not appear to find other suitable students of her ability to work with. This links with the incident where she was the only one in the class who remembered the importance of the ‘dad’ character’s back story. It appeared she was not being stretched enough, even though the teacher had seemingly done all that was possible to accommodate her, but the lack of appropriate challenge appeared not to be able to be solved even by well-intentioned strategies, based upon the teacher’s knowledge of how well the learner could perform. Earlier on, during ‘Captain’s Orders’, the students were very noisy with excitement and one of them became too noisy and started moving away from the group towards the classroom door, clearly behaving ‘off task’. The teacher, at this point, assertively stated “Bring the noise down”, and clapped her hands to ensure the student, and by default the rest of the class, were brought ‘back into line’. One of the students was on crutches so the teacher differentiated by asking her to call out the ‘Captain’s Orders’ after modelling the game herself by being the ‘Captain’, so she knew what to do.

OBSERVATION / FIELD NOTES

APPENDIX 2

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Lesson details: iThink (History and Geography). 28 pupils in a Year 9 class. Second lesson of day at a secondary school in South Wales, starting at 9.53am and lasting 58 minutes. Studying the design, based on topography, of the Norman castles built after William the Conqueror became King of England after his victory at the Battle of Hastings in 1066. This followed a class discussion about King William's survey of England and some of Wales which was documented in the Domesday Book in 1086.
Classroom culture (Are the students focused on learning?) Students generally worked hard but occasionally there were 'grumbles' and 'groans' when tasks were set. They could be quite 'chatty' when completing tasks. Generally however, the work was being completed quickly and efficiently.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Although not specifically laid out at the start of the lesson as a Learning Objectives, there was a fun 'starter' using the Dingbats visual word puzzle to spell out a phrase linked with the topics being studied. Then the teacher explained about the Domesday Book which led to a class discussion to introduce the central figure of the lesson - William the Conqueror - before moving on to Norman castles built in England from 1066. A 'model' of a Norman castle was stuck into the students' books, which helped them reach the next objective of drawing one without looking at any pictures, based on a spoken description by the teacher, taking the topology for suitable castle sites into account. The lesson was completed by an innovative plenary session where students were picked out one at a time by the teacher to stand at the front of the class and answer questions from her on facts they had learnt from the lesson, whilst other students were picked to help them out if they did not know the answer. This ensured the whole class were reminded of what they had learnt.
Direction (Are the students clear about what they are doing and how to do it well?) The lesson was quite fast paced, but the students generally performed the tasks set to the best of their ability. The main issue seemed to revolve around the most innovative directed task of drawing the castle from the teacher's instructions. Some students found it challenging to replicate the picture without seeing it.

APPENDIX 2 CONTINUED**Access and challenge**

(Are all students able to engage in the lesson? Are all students challenged?)
 The students were challenged from the start by the fun 'Dingbats' starter, some of which were quite testing to work out. The most taxing task was to draw the castle from spoken instructions, a stretch and challenge activity.

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?
 Assertive questioning about the Domesday Book which led to a class discussion about William the Conqueror. Then the phrase 'Knowledge is Power' and the adjective 'merciless' were put up on the Interactive Whiteboard and the class was asked how they related to William to assess how much they had gleaned about his character and place in history, which worked as APK.
 A drawing of the castle she had been describing for the pupils to draw was shown afterwards on the Interactive Whiteboard so the students could self-reflect, both then and after the lesson, on how well they had done.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?
 Appropriate praise, rather than 'empty' praise, was given to a pupil who gave an excellent definition of the adjective 'merciless'. The teacher told the pupil: "Well done, fantastic, really good explanation."
 The teacher noted some boys at the back were not fully engaged in discussing the phrase 'Knowledge is Power'. Rather than using punitive language, the teacher made it clear she had seen they had not been working as hard as they could have been by stating, "Boys at the back, did you discuss anything?" which then prompted them to fully concentrate again and give an answer.
 A MAT student in the class became frustrated when some of the others could not draw the 'motte and bailey' part of the castle from the teacher's instructions as they were asking what the terms meant. There was evidence here of the challenges of asking the whole class to complete a stretch and challenge task in a group of mixed ability as they had chosen this option, rather than being put into 'sets' based on ability. It meant that some struggled with the task, so were turning to the higher ability student for help rather than the teacher, who was not available to answer questions as she was reading out the description of the castle to draw. This in turn caused frustration for the MAT student.

APPENDIX 2 CONTINUED

One student was called back for a 'restorative chat' at the end, after all the other students had left. He agreed not to behave in a 'silly' manner as he had not been fully concentrating throughout the lesson. The teacher then asked him in a friendly way about his bag which led to him politely saying goodbye. This indicated that the 'chat' has been successful rather than a punitive measure, with the student accepting the comments were not made personally as the relationship was then 'restored' by the 'bag' comments.

OBSERVATION / FIELD NOTES

APPENDIX 3

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Lesson details: A Year 9 Mathematics lesson in a secondary school in South Wales The third lesson of the day, starting at 11.16am and lasting for 58 minutes with 30 pupils. The topic being studied was how to calculate the interior and exterior angles of different shapes, such as polygons and pentagons.
Classroom culture (Are the students focused on learning?) Students totally focused on work throughout.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The teacher explicitly stated the purpose of the lesson and then went led the session in a highly structured way, with a set of different exercises relating to different aspects of the main topic which were discussed by the class. Students worked on different questions relating to that aspect put up on the Whiteboard, for one minute only each time. The activities highlighted the lesson's main learning objective every time - to comprehend and be able to calculate interior and exterior angles.
Direction (Are the students clear about what they are doing and how to do it well?) The students were extremely clear about what they were doing, as the lesson followed a very rigorous structure. They completed the tasks efficiently, perhaps because of the tight time scale they were given to complete them in.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The students were all encouraged to take part in the lesson by assertive questioning during class discussions by the teacher, which were directed at different students each time to ensure full participation and challenge.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The method of assessment was the same throughout. The way to calculate and answer the questions on a specific part of the main topic was modelled by examples and discussion. The teacher ensured everyone knew what they were doing before they worked on a different set of questions themselves. The answers to the questions set for the series of one minute tasks were then checked as a class.

APPENDIX 3 CONTINUED

Specifics / Critical Incidents

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

Interestingly, it was hard to pick out a critical incident from this class because it ran so smoothly. It was more a case of what the students did *not* do (for example, misbehaving), which can be as important as what they *did* do (behave well), that is very telling.

The teacher was putting different shapes up on the board each time in order to go through the different ways of calculating the interior and exterior angles of them. She knew the names of all of them, apart from one, but was confident enough to say to the class: "I don't know the name of this one. I will look it up. I will get things 'wrong'. It's fine. Everyone can get things 'wrong'." The interesting point about this was that none of the students reacted to this, which showed the respect they had for their teacher. The teacher actually *avoided* a critical incident taking place here, by deftly taking responsibility for her 'mistake', saying she would immediately put it right (by looking it up) and then reassuring the class that no-one is perfect all the time, even turning it into a life lesson. If handed incorrectly, this 'incident' could have led to disruptive behaviour by the class such as laughter or frowns, forming critical incidents which would have had to have been dealt with by the teacher.

There was one incident however when a student was becoming anxious as she could not find her exercise book. The teacher again managed a potentially disruptive situation well by calmly saying to her: "It must be at home if you haven't got it." She then thought to allay the student's fears even further, by stating: "I will check again, you will check again [for the book]. Perhaps it has been misplaced." The matter of fact delivery and measured tone relaxed the student and again the situation was diffused.

OBSERVATION / FIELD NOTES

APPENDIX 4

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Lesson details: A Science lesson with 30 in the Year 9 class. It was the fourth lesson of the day and started at 12.14pm, lasting for 58 minutes. Students were given two worksheets to complete, based around analysing different ways of measuring and recording data by charts, diagrams and graphs.
Classroom culture (Are the students focused on learning?) It was quite a noisy class, so the students were not always totally focused on completing the worksheets all the time, as some were having social conversations. However, every student was working on the task which was observed by the researcher walking around the classroom.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose was to comprehend and evaluate pie charts, frequency diagrams, bar charts and line graphs, then create appropriate graphs and work on pie charts from data given on the second worksheet, as well as a stretching exercise to write a scientific conclusion about the results given for the graphs. Therefore, the first worksheet acted as a model in order for the students to be able to make observations on how to design their own graphs and charts.
Direction (Are the students clear about what they are doing and how to do it well?) The worksheets were effective for APK from the previous lesson, where the students were taught about the various forms of graphs, diagrams and charts which could be used to show data. The lesson served further to reinforce what they had previously been taught but to work this time as capable independent learners, in line with the Donaldson curriculum. They were clear on what they were doing generally, and the teacher facilitated the session by answering any questions. However, there were some 'pockets' of students within the classroom who were not fully concentrating at all times, so possibly not producing their best work.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students seemed aware of how to complete the task, apart from the occasional question. The challenge lay in the second worksheet, where they had to decide which graphs to produce, based on the figures provided, as well as complete a pie chart from data given. Then there was the extra challenge, which included cross-curricular literacy skills, of writing conclusions for the graph results given.

APPENDIX 4 CONTINUED**Assessment**

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

The teacher clearly felt comfortable that everyone understood the topic by the end of the last lesson as she was confident enough to let them complete the worksheets mainly by themselves. It could be suggested however that more assessment of the students' work could have been done by checking as they went along, rather than just stating the work would be marked by next lesson, or finished off at home first.

However, this may have been done on purpose, to let the students work independently. Furthermore, if any questions were raised, they were answered during the lesson in a way that the student could then be formatively assessed on their progress and then be able to continue without further help from the teacher.

Specifics / Critical Incidents

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

There was an error on one of the worksheets where it gave scores for the amount of seconds it took Usain Bolt to run as a breakdown of his 100 metre sprint in the London 2012 Olympics. The time in seconds it took to run 20, 40, 60, 80 and 100 metres was given. However, the 'metres' column was incorrectly given in cm (centimetres).

Two boys noticed and one of them shouted out: "Miss, there is a fault. We have found a fault!" The teacher may have been trying to tactically ignore them as she was over the other side of a large classroom and may have thought they were just misbehaving, and what she might have perceived as low-level disruption being caused should then have righted itself. However, when the boys persisted, she came over and spotted the error, telling them: "I am not asking you to judge the data. That [the mistake] is clearly incorrect science however." The honesty given, and the use of movement to show she was interested in what they were saying, by going over to see them, stopped them shouting out again. However, it could be suggested that tactical ignoring, if it was used in this case, is not always the best way to deal with students shouting out, as they may actually have a point, which they did in this case.

At the end of the lesson, a group of boys at the back of the class started chanting as if there were from the Hare Krishna movement. Spotting the situation may have escalated, the teacher used proximity to cool things down by going over to their table, then calmly told them to stop the chanting. This measured approach without obvious use of discipline worked, although no restorative measures were used afterwards on this occasion.

Another pair of boys were having a minor argument and the teacher diffused this situation by the use of humour. Again, she went over to them. She said to one: "Are you harassing him?" which made them both laugh and hence stop arguing.

END OF APPENDIX 4

Model Beirniad Wedi Adfyfyrio (BWA) APPENDIX 5

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Differentiation problem for a MAT student (ARC refers to lesson in Appendix 1).

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	As the group was of mixed ability because the students had the right to choose this subject themselves, it appeared to cause differentiation difficulties for the MAT (More Able and Talented) student because it was hard for the teacher to put her in a group with students of the same ability. Therefore, she ended up leading the group, even though these students had been given the more challenging task. It might have been more helpful for the school to be in charge of placing her in a set for drama lessons with other MAT students as it did not seem the lesson catered highly enough for her ALN. This appeared to lead to her creating the critical incident by noting something before the teacher earlier about one of the characters in the play, which led to the rest of the students becoming unsettled and the teacher having to count down from three to one in Welsh to calm the class. Perhaps if the class had been totally made up of MAT and generally higher ability students, this issue would not have arisen as I do not feel this type of class would have been fazed by a student mentioning a fact before the teacher, as they would probably have been more 'used' to this. It would also have meant the group work would have been likely to have been more equally 'shared'.
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 dysgi oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The parts of the lesson that went well were: 1. The teacher checking on the learners' well-being at the start of the lesson and then using the strategy of the 'Captain's Orders' game to transform a 'tired and freezing' class into capable and ambitious students. 2. Some good use of APK during class discussion to remind the students of what they had learnt during the previous session and how they could then go ahead and build on what they had done to improve the play as a clear learning objective. However, this could have been widened perhaps. 3. Giving the class the name of STAR (Swansea Theatre Arts Revolution) to help the learners identify themselves as a professional arts 'company' in order to focus their minds and help them behave 'professionally'. 4. Modelling of the play so far by a performance by the students involved in front of the whole class, giving the learners a chance to peer assess, as part of Assessment for Learning (AFL). They could work out what strengths of the play could be drawn upon and what weaknesses needed to be improved 5. The teacher subtly differentiating between the lower, middle and higher ability students in the class without them realizing, by putting them into

	(APPENDIX 5 CONTINUED) different groups to work on more or less difficult aspects of improving the play depending on their perceived ability. The disappointing aspects of the lesson were: 1. The downside of 'Captain's Orders' was that it could make the class too noisy and excitable, which led one of the students to physically move away from the group task, which prompted the teacher having to tell all the learners to keep the noise down. 2. The MAT learner appeared as if she was almost challenging the teacher by mentioning a key element of the play in front of her, which appeared to cause a little disruption that was managed well by the teacher. This might have been prevented by the teacher using hinge questions about facts of the play during extra APK during the initial class discussion. The fact about the father character having been in prison would probably have come out more 'naturally' than at an earlier stage of the lesson. 3. The MAT student not appearing to have anyone else of the same high ability to work with, even in the higher ability group within the class.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <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 definitely keep the game 'Captain's Orders' to warm up the class if they reported they were feel cold and fatigued at the start of the lesson, as this made them ready for learning again. Asking the students to 'model' the play so far was an excellent idea which led to an effective class discussion resulting in specific and measurable strategies of how to improve the play further. The subtleness of creating the lower, middle and higher ability groups to make these improvements, each with a set task, was highly effective, because it meant the majority of learners felt valued within their groups. They could confidently contribute, without even appearing to realise the class had been differentiated by ability by the teacher. The cause of the most important disappointing element was that the MAT student didn't appear to have anyone of quite the same high ability to work with, which lead to her leading her 'buzz group', which may have been frustrating for her. The underlying cause of this was that the class was not based upon ability, which meant that it could be argued that the MAT student was not ideally catered for with other students of the same ability.

Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <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>	APPENDIX 5 CONTINUED The possible solution to the disruption during 'Captain's Orders' might have been to set clear expectations to the class before it was played that the noise levels would need to be kept down and no-one would be allowed to literally step out of line, rather than having to manage it after it had happened. Knowing there was a MAT student in the class, it might have been a better idea before the class discussion on the play to outline the main aspects of it and then ask the students hinge questions to see what other facts they could add, to cover all class knowledge. This could have avoided the MAT learner then appearing to know more about the play than the teacher in the class discussion on it. The solution to the MAT student not having anyone of quite her ability to work with could have been solved on a deeper level by having more students of her ability in the class. However, this did not fit in with the way the class had been organized, as students could opt to study in this session rather than it being decided by ability streaming. Therefore, perhaps the class teacher and teaching assistant (TA), who appeared to be mainly in an 'overseeing' rather than 'active' role, could have formed a separate group with the MAT learner and worked on a slightly higher level task on how to improve the play. This in turn would have helped dissipate any previous tension from the moment the teacher appeared to have been challenged by the student, as the teacher could have worked on restorative practices during the group session to make the learner appreciate the teacher would ultimately be the one who would be leading the class. What I have learnt from this to do next would be to ensure ground rules on activities were set before they took place in order to attempt to avoid any disruption while they were taking place. I would make further use of my own teacher modelling rather than student modelling to show expert knowledge of what I was teaching, and then lead a class discussion on it, in order to avoid a possible situation where I might be 'caught out' by a student knowing more about the subject than myself, which could then unsettle the class, which would have to be managed in itself. If there was a MAT student in the class who appeared to not be appropriately challenged during group work, I would work with them myself on a higher level, making use of the TA, or HLTA, if not otherwise engaged to help with this. Or, at least, I would facilitate the group the MAT student was in by going over and asking a few more challenging questions that would stretch the MAT learner's knowledge within the group.
---	---

(END OF APPENDIX 5) Y profiad newydd / *Transformed experience*

Model Beirniad Wedi Adfyfyrio (BWA) APPENDIX 6

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Restorative Practice with challenging student (ARC refer to lesson in Appendix 2).

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> "What are your feelings regarding the experience?"	I thought the lesson was made very interesting by using a variety of different tasks, particularly what I considered to be the most innovative one, where the students had to draw a Norman castle from the teacher's spoken description. The main critical incident I have chosen to reflect on was the careful way the teacher used Restorative Practice to speak to a student at the end of the session. which caused his reaction to be conciliatory as the comments made about his lack of concentration did not come across as punitive and were followed up by a restorative friendly comment.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> "Can you list the aspects of the learning experience that went well?" <i>Pa elfennau o'r profiad dysgi oedd yn siomedig?</i> "What were the elements of the learning experience that were disappointing?"	The parts of the lesson that went well were: 1. The use of modelling was highly effective as the students saw a picture of a Norman castle which they stuck in their books, and then the geographical and historical subject was brought alive by the oracy task, as it was almost as if the students were putting their own 'spin' on the design of the castle by interpreting the teacher's spoken description. This is an example of them being ambitious and capable learners. Being shown the actual picture they had been asked to create afterwards on the Interactive Whiteboard involved an element on valuable self-reflection on their part. 2. A starter using 'Dingbats' made the class start having to think hard to problem solve in a fun way, linked to the topic of the lesson, before the more serious work began. This helped relax the students. 3. The phrase 'Knowledge is Power' and the adjective 'merciless' put up on the Interactive Whiteboard were effective for APK about William the Conqueror's character, adding a deeper 'iceberg' style knowledge of the man and how he came to successfully invade England and take over the throne. 4. Use of an innovative plenary quiz at the end of the lesson. The disappointing aspects of the lesson were: 1. There were occasional 'groans' and 'grumbles' from some of the students when tasks were set. 2. The learners did all appear to be doing the tasks to the best of their abilities, but they could be a little too noisy from talking too loudly when working on them occasionally. 3. Students were causing frustration for the MAT student in the class by asking her for help rather than the teacher during the oracy task, as she was reading out the instructions to draw the castle.

	4. (APPENDIX 6 CONTINUED) The fact that a learner needed to be spoken to at the end of the lesson for his 'silly' behavior, although the matter was dealt with very effectively.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <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 fast-paced, varied and innovative range of tasks which had the effect of keeping the students generally interested throughout the session. The use of modelling of the picture of a similar castle to the one that was about to be drawn from spoken instructions was incredibly helpful for the students. Learners enjoyed the Dingbats fun quiz at the start of the lesson to help them to be ready for more serious learning. The phrase 'Knowledge is Power' and the adjective 'merciless' help create good literacy links to the historical part of the session, as the class had to comprehend what they meant before applying them to the character of William the Conqueror. Bringing a quiz to life at the end of the session as part of AFL by asking students to come to the front of the class and answer questions, with the teacher involving the rest of the class to help them out, was a fun example of an innovative plenary. The use of Restorative Practice at the end of the session in a private conversation with the student who had not been concentrating as well as he could have been during the lesson was effective, but the fact he had been misbehaving was the most disappointing element of the class. It appeared the student had not been concentrating so well as he seemed to be trying to get attention from his peers around him, so I think the cause of this element was that he could have learnt more effectively if he had been moved to another seat away from them.

Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <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>	APPENDIX 6 CONTINUED A possible solution to solve the problem of the 'grumbles' and 'groans' could have been to move closer to the students making the noises when the tasks were set, as the proximity of the teacher would hopefully have stopped this happening. It could have been a good idea to set behavior expectations before the tasks were being carried out if the learners were going to be too noisy while carrying them out, telling the class that some talking would be allowed but the noise should be kept to a reasonably quiet level. The MAT learner could have been seated at the front of the class nearer the teacher to avoid her being asked so many questions during the spoken instruction castle drawing exercise. She was actually seated right at the back of the room, which meant students were asking her questions without the teacher really being aware of this, as the teacher was right at the front of the class. As already stated, the student who had to be spoken to at the end of the lesson for not concentrating properly could have been moved away from his peers who appeared to be influencing the misbehaviour. What I would do next is change the seating plan so the MAT student was seated at the front of the class and the 'disruptive' learner was moved away from any other learners who could be causing him to be disruptive. If there were any complaints about this, I would tell them that the move 'would be better for their learning.' The 'disruptive' student would only be placed away from his friends on a trial basis until he had shown he could behave well, and the MAT student would be allowed to pick a friend to sit next to at the front of the class to show this did not appear to be some kind of 'punishment'. I would set ground rules about keeping noise levels fairly quiet during tasks whilst appearing reasonable by not insisting on silence, and make a joke by stating, "No groans or grumbles please!" in a light tone before any task were set by anticipating this reaction in future. This would hopefully relax the class by doing this in order for the 'grumbles' and 'groans' to end.
Y profiad newydd / Transformed experience	

Model Beirniad Wedi Adfyfrio (BWA) APPENDIX 7

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Student with missing book – situation diffused (ARC refers to lesson in Appendix 3)

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	The lasting impression the teacher left on me is that she was very well respected by the pupils. Even a missing book, which has the potential to escalate into a confrontation if not handled properly, was deftly diffused. This teacher ran her lessons in an extremely structured and fast-paced manner, only allowing students to spend one minute on a task after modelling, a much shorter time that I have ever experience in a classroom to complete an activity, yet this worked well. The difference with this class, the third lesson of the day, was that everyone in it appeared to be around the same level, so there did not appear to be any need for differentiation.
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 dysgi oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The parts of the lesson that went well were: 1. The modelling of the theory of how to answer the questions by the teacher during class discussion, which was highly effective as the students were then adequately equipped to answer different questions using the same theory themselves. This enabled them to self-reflect on the correct answers if they did not get it right, which were put up on the Interactive Whiteboard. 2. The fast pace of the lesson. Everyone seemed to be working at the same quite challenging level, including the same MAT student from the previous two lessons. 3. Students were extremely clear about the main learning objective, to be able to calculate the interior and exterior angles of different shapes. The highly structured nature of the lesson helped them realise this in a smooth manner. The 'disappointing' aspects of the lesson were: 1. The teacher forgetting the name of one of the shapes. However, I have put the word 'disappointing' in inverted commas on purpose, because she went on to make the point that anyone can make a mistake and she would look it up. In fact, she turned the situation into a strength by making the students feel comfortable that they are also able to get things wrong sometimes. 2. There was a missing exercise book, but again the teacher dealt with the matter calmly, looking for solutions rather than blame on either side. Therefore, again, this can only be termed 'disappointing' in the loosest sense of the word, as in reality it only highlighted the respect between the

	(APPENDIX 7 CONTINUED) teacher and student as neither showed any annoyance about the situation, which led to it being easily settled.
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 clear learning objective, the modelling of how to use theory to answer the questions, consolidating this with a class discussion, then allowing students a short time to answer different questions using the same theory. The fast pace of the session, broken up into effective 'chunking' (introducing different topics one by one with AFL to follow, like a series of 'microteach' sessions in one lesson) held the concentration of the class throughout. The cause of the most 'disappointing' element was the fact that the exercise book had gone missing in the first place. Although calmly handled, it could be argued this could have been avoided.
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'd wneud nesaf?</i> <i>"What will you do next?"</i>	Regarding the issue of the missing book, it could be prevented in future by ensuring all the exercise books are put in a filing cabinet drawer at the end of each session rather than allowing students to take them home. It could also be an idea for the teacher to leave that book there also and mark it in school, then put it back in the cabinet, rather than the greater risk of the book being lost in transition between home and school or vice versa of the student or teacher. Not knowing the name of the shape might have been solved by the teacher having a quick run through of the Interactive Whiteboard work on completion of the preparation to ensure her knowledge of everything was complete. What I would do next is double check all books have been handed in at the end of a session and put them in an appropriately labelled box or file drawer for the class rather than allowing the students to take them home. However, there may be occasions when this must happen for revision purposes of the student or marking by the teacher, so a note would be taken of those who were taking their books home. As a teacher I would double check all the books were present before taking them home and bringing them back into school. Apart from this, I will take on board the structure and fast pace of the lesson to experiment by trying to deliver a lesson like this myself, as it was highly effective. However, it may work better for Mathematics rather than English, as English lesson tasks often involve longer analytical or writing tasks rather than completing quick sums. There are some quick tasks which could be done in English however, such as writing a compound sentence with two verbs in it and so on.

	END OF APPENDIX 7
Y profiad newydd / <i>Transformed experience</i>	

Model Beirniad Wedi Adfyfrio (BWA) APPENDIX 8

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Students point out mistake on worksheet which is originally apparently 'tactically ignored' by teacher (ARC refers to lesson in Appendix 4).

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	This lesson was very different from the other three I observed in that the session was completely student-led, fitting in with making them ambitious and capable learners. They had been taught about creating bars and graphs from data in the previous lesson, and they were almost self-assessing themselves formatively after APK by answering questions about the topic on worksheets. All the work was then going to be handed in to the teacher for summative assessment. The first worksheet asked simpler questions, so worked as APK, as well as modelling answers for the second worksheet where the students were creating graphs and charts themselves from data provided. My feeling was that perhaps there was not enough teacher input in this lesson, as the some of the students lost concentration from working on the sheets for the full lesson, and it was not a controlled assessment.
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 dysgi oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The parts of the lesson that went well were: 1. The class were given a chance to work at their own individual pace as the teacher stated they could either hand in the completed work at the end of the session or finish it off at home and then bring it back in for marking. 2. The first worksheet was effective in APK and for modelling the skills needed to complete the second worksheet, which was more difficult. 3. Questions, when they arose, were answered effectively by the teacher. The disappointing aspects of the lesson were: 1. The teacher may not have heard properly or was possibly tactically ignoring the students as she may have thought they were being 'silly'; but she did not come over straight away when they said they had spotted an error in the data given to create a graph. It was only when they persisted that she came over and answered the question, probably by then realising they had a genuine concern. 2. While it was ambitious to allow the students to generally work independently, and the class was active in completing it, there were 'pockets' of poor concentration, possibly cause by a lack of teacher-led work at some point to help focus them a little better. 3. It may have been the because the class was slightly unsettled that caused a group of boys at the back to be loudly chanting, towards the end of the session, pretending they were from the Hare Krishna movement.

	APPENDIX 8 CONTINUED
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> "What will you keep the same to ensure effective teaching and learning in the future?" <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> "What was the cause of the most important disappointing element?"	I would keep the worksheets as they were effective in helping to consolidate the learning that had taken place in the previous lesson. The differentiation of allowing students to work at their own pace appeared to be effective also, but it would have to be noted which learners took the work home to complete in order that the teacher knew where all the exercise books were. The cause of the most important disappointing element was an error in the data given on the worksheet, which was provided in centimetres instead of metres.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> "What are your possible solutions to the disappointing issues identified?" <i>Beth ydych yn mynd i'w wneud nesaf?</i> "What will you do next?"	The possible solution to the boys calling out that they had noticed a mistake in the worksheet would be to proofread the document to make sure it is completely accurate before being given out to the class. It may have been better to come over to the boys straight away after they shouted out, in order to find out what they were saying, as they had a genuine concern and do have the right to be heard. Solving the problem of unsettled class behaviour could mean splitting up the worksheets in order the students completed the easier one first, which was then gone through as a class, before starting on the second worksheet. This might help prevent the 'pockets' of misbehaviour which may have been caused by some of the students wanting a little more variety rather than completing worksheets for the whole lesson. This strategy should then hopefully have solved the problem of the boys chanting at the end of the lesson, as it could have happened because they were a bit unsettled in the first place from completing worksheets for the whole session. I would make sure in future my students did not spend too long on a single activity by giving them other tasks to take part in, such as class discussions about the topic, or peer assessment. If students were asking a question about the work, I would go over and find out what it was rather than 'letting it go' originally.
Y profiad newydd / Transformed experience	