

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group: 26th September 2022, Year 10 PM
Where and When: Context of the observation – subject/AOLE, general classroom context In a KS4 Y10 classroom, during the devising stage of a media project regarding the creation of a music video or magazine article.
What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work) • The teacher drilled an individual student on his idea to make a hip hop video. • The student seemed to know what he wanted to do but did not have many ideas on what to include. • The teacher brought up the pre-studied example of a Taylor Swift video, and asked him questions about the target audience, format and themes. • The student answered by saying it was a narrative video about love and was presented for a target audience for teenage girls (mostly). • The teacher then suggested the student ask the same questions about his own genre and idea.
Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider? • Drilling and demonstration of understanding • Pupils pre-disposed interest in the subject • Referring to previously studied case study (T Swift) • Connecting concepts (target audience) to the case study’s content (themes)
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) The student clearly understands the big ideas from the topic, and this is demonstrated to the teacher through her one on one drilling, referring to the slide on the board of the types of music video and asking him to identify which one the case study of Taylor Swift was. The student demonstrates the understanding of the target audience when prompted by the teacher and she assists him in connecting the content of the video to the target audience. There was an opportunity to engage the student on the genre of his choice and perhaps use a contemporary hip hop example to ask the same questions, but this is something that would more likely come in the follow up conversation after he has done some more work on the project. The teacher's method of allowing the student to answer the questions and demonstrate the knowledge gained from the case study gives the student autonomy to go and apply that knowledge to his own idea and come back with some fleshed out ideas that are linked to the theories of study and knowledge gained from the class. Connecting the above to the four purposes

Creative/enterprising individuals.

The autonomy given to the student leaves room for creativity and avoids direct instruction.

Connecting the above observations to theory

Models of reflective practice

Philosophies of education

Cognitive Load Theory

Connecting to what has already been learned

Simple slide with two types of video presentation

Complex ideas presented without busy flurries of information

A conversation between student and teacher with the pupil voice at the centre

Record 2

Date and time, year group: Thu 27th October 2022, year 9 History

Where and When: Context of the observation – subject/AOLE, general classroom context
Mixed gender and mixed performance class, with a consistent behavioral standard across the classroom. One hearing impaired pupil with a support staff teacher. A History class on the birth of policing in the 19th Century, coming off the back of a term start module about Highwaymen. The class was about the decline of the highway robberies in England towards the mid 1800s and the reasons for the decline.

What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work)

The teacher started the class with a pre starter in the form of a word scramble on the board that the students had to figure out as the teacher took the register. The students sat down and worked on the word scramble, the answer was Decline which multiple students figured out. The teacher finished registration and went over the answer of the word scramble and introduced the topic of the decline of highway robberies in the 19th century. He then handed out a piece of paper with 6 vocabulary words along with accompanying photos. These were words that all related to the decline in highway robberies. The students were told to study them for a moment and consider how these things fitted in to the 19th century. Secondly he asked how they would contribute to the decline in highway robberies. One student suggested Banks would be helpful to store money and the teacher pressed them as to why that is helpful to someone, they answered that they don't have to carry cash with them and bank notes can be traced to the bank, this was pressed further by the teacher without giving an answer directly, he asked "and what do you think Dick Turpin thinks of that?" the student thought for a moment and understood the link between the vocabulary, the banks in historical context, and why it might have deterred people from going on highway robberies.

Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider?

Cognitive load theory – Sweller, giving small amount of information with a larger implied context. Vocabulary exercise doesn't overload working memory. desirable difficulty – allows room for the student to do their own heavy lifting, make connections and think abstractly creativity through limitations or constraints Dewey – progressive approach, instead of presented completed information as finished and fact, present a variety of different approaches all themed the same and allow the student to make new experiences that are meaningful and lasting – experiencing the learning process itself to benefit long term memory and knowledge. 4 purposes, building on knowledge and connecting it to wider contexts across multiple areas.
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) it was a morning lesson after break but before lunch. Minimal distractions and coming off the back of a pre-registration mini starter. Directions by the teacher were clear and direct and easy to understand.

Record 3

Date and time, year group: FRI 28th October 2022, Lesson 1 - Year 7 - 1st thing, Geography as part of humanities
Where and When: Context of the observation – subject/AOLE, general classroom context This class took place in the first lesson on a Friday, after form. It was a Geography class being led by a history teacher as part of the Humanities programme within the school. It is a 1st term year 7 class, so the children are new to the school and to secondary schools in general. They have not had a dedicated formal Geography teacher and this is their first lesson in Geography as part of the Humanities curriculum. The class had a variety of different learning needs, with one student having a full time support assistant with them, and others being managed by the teacher as the lesson progressed. The lesson was lively and interactive, and the Critical Incident I observed was an interaction between a teacher and a very keen pupil, and how the teacher involved them in an activity.
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) One pupil had their hand up for every question, often with answers that were correct, but also had their hand up between questions to give extra information that was not always relevant. The pupil would ignore some of the advice given by the teacher to hold their thoughts for a moment and often talk over other pupils or even the teacher. The teacher laid out a clear boundary for this pupil and asked them if they could choose between one more hand up or take part in the physical task at the end of the lesson

which involves a board slapping game. The pupil responded by choosing to hold back their words and take part in the game later. This seemed to work in eliminating the lesson distractions for other pupils and when it got to the game at the end, the pupil was able to hold court and enjoy the game, although the teacher had to regularly enforce rules for fairness. When following the rules properly, the pupil lost the game, and whilst they looked disappointed, their need to express themselves seemed satisfied and they appeared to have learned a lesson about following rules and fairness.

Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider?

Behavior management

cognitive load

ALN - unsure of specific ALN but the pupil in question required more of the teachers attention over a lesson than the other pupils.

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

It was an active environment as everyone seemed excited that it was the Friday before half term. It seemed important to the teacher that the lesson should be lively and interactive because it was the last day before half term. If they started today slowly, he said, their day will drag as they look forward to half term, so we need to engage them actively so the time goes quickly and they can have a positive and productive day to end the term. Distractions came from the very keen pupil, who was often correct but also often providing irrelevant information which caused misconception issues and behavioral issues among the other pupils. Directions were very explicit from the teacher who led the tasks and the final physical activity in a way that controlled the excitement from the class and appeased the attention requirements of some of the other pupils. He also highlighted quieter pupils to come and take part to ensure an equal participation.