

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.

A critical incident is any incident that, when critically analysed, brings a deeper understanding of the events that took place in the classroom and often will provide learning opportunities for the observer and practitioners, as explained by Tripp (1993).

Joshi (2018) agrees with Tripp when he states, “teachers learn from their analysis of critical incidents and improve their ways of teaching” (P.87).

The critical incident is then dualistic, firstly where the incident has to be observed (the ‘what’ aspect), and secondly where it’s meaning is explained (the ‘why’ aspect), it should also be interpreted in terms of the role it plays (Tripp, 1993).

Cohen, et al. (2011) writes, a critical event does not have to be out of the ordinary, it is something that is routine and revealing (P.464).

To search for a critical incident, multiple observations were undertaken (See appendix 1 - 4) in both a local Primary and Secondary school. Throughout exploring the chosen critical incident (See appendix 2.1 and 2.2) theories such as Vygotsky’s (1978) Zone of Proximal Development and Dweck’s (2017) Growth Mindset will be critically considered in addition to analysing the incident with reference to Donaldson’s (2015) Four Purposes on the new curriculum framework and I will consider appropriate measures that could be taken into consideration when determining the next learning steps.

Throughout the multiple lessons I observed one event stuck out as particularly intriguing, a young girl overcoming her feelings of inadequacy and having ambition to complete a task.

Formal observations took place in a local community school for children aged from three to eleven years. The area has a mixture of privately owned and housing association rented properties. There is a high level of economic inactivity in the village and a high level of unemployment.

There will be approximately 425 pupils on roll in September 2019 organised into 14 classes – Foundation Phase pupils are organised according to age and ability and KS2 according to age with two form parallel classes.

The school's intake comprises of the full range of ability. PLASC 2018 – 19.4% pupils were identified as having additional learning needs which is slightly below the national average of 22%. Currently 3 pupils have statements of SEN although 1 more is going through the process. This percentage has remained relatively stable over the past four years (see appendix 5).

A year 2 class was involved in the critical incident analysed, it is important to note, even this early on in the essay, the children were not in their usual classroom but were rotating between classes throughout the day.

Prior to observations I made myself aware of certain ethical implications I may encounter throughout my research.

Both Graham et al (2013) and Bera (2018) provide ethically related guidelines with regards to researching with children.

In relation to harm they both suggest that participants can be affected by the research revealing condemning information and if inappropriate or unscientific methods are used. (Graham et al, 2013, P.31 & BERA, 2018, P.19).

Graham et al (2013) further suggests that best practice includes "obtaining consent form all children participating" (P.56), "respecting the children's right to privacy and ensuring their information remains confidential" (P.74), and "a respect for the rights of the child as afforded to them under the UNCRC, including the right to have a say and to be heard" (P.169).

BERA (2018) expands to this list by stating "researchers should do everything they can to ensure that all potential participants understand what is involved in a study" (P.9).

In addition to this they provide imperative information regarding participants privacy;

The confidential and anonymous treatment of participants' data is considered the norm for the conduct of research. Researchers should recognise the entitlement of both institutions and individual participants to privacy and should accord them their rights to confidentiality and anonymity. (P.21).

For this reason, all information regarding the school and pupils involved in the event will remain anonymous.

Fletcher-Wood (2016) is critical of observation as a method of gathering research because the observer's impressions of incidents and lessons can misinterpret events or generate a misconceived understanding of student progress. In addition, they regard the benefits of short-term observation minimal suggesting observation over a long period will show observers a wider variety of teaching aspects.

However, they also state observation can be a powerful tool when used wisely for teacher improvement (P.125).

A report from Estyn (2014) shares some good practice for observations that provide a similar viewpoint to Fletcher-Wood (2016) showing that observations are only appropriate when effective methods are implemented. These should include observations “drawing on a wide range of evidence including more than one classroom visit, lasting between thirty to sixty minutes, and the observer has an opportunity to receive feedback.” (P.3).

This argument is echoed by Cohen et al, (2011), they too agree that observational evidence can become “cloudy because what we observe depends on when, where and for how long we look, how many observers there are, and how we look.” (P.456).

Cohen further states that there are distinctive features that set observation apart from other methods in that live data can be extracted from naturally occurring classroom situations, this creates a first-hand account of events. They also reference three separate styles of observation; structured, semi-structured, and unstructured. While structured observations confirm or deny a hypothesis, semi-structured observations generate hypotheses. Both semi-structured and unstructured observations review data before suggesting an explanation to the phenomenon being observed. (Cohen et al. 2011, P.457).

Outlining the opportunities and challenges of an observational approach to research, Groundwater-Smith et al (2015) state that it is a very non-disruptive model of research that seeks to gather data in an authentic environment (P.104). However, upon reflecting on the disadvantages of observation they recognise that limited observation may miss important data (P.104) Concerns alluded to by Groundwater-Smith et al. are closely linked to the Hawthorne effect. This phenomenon is categorised as “the existence of change due to the awareness of being studied, as opposed to the experimental conditions.” (Berthelot, Le Goff and Maugars, 2011).

“While there is historical evidence for this phenomenon, alternative evidence exists that states the effects can potentially be misinterpreted or over exaggerated.” (Timothy Franz in Frey, 2018, P.768). Timothy further states that obstacles to accurate research are threats to the validity and meaningfulness of a research study. (P.770).

In addition to this, some struggles I may come across have been expressed by Didau (2016) where he states “lesson observation distorts teaching” (P.292), “we bring our cognitive biases to bear on the observation” (P.294), and “teaching that produces good learning will vary from day to day.” (P.296).

Kumar (2014) outlines the differences between participant and non-participant observation stating participant observation as the researcher being involved in the activities of the observed group, while a non-participant observer is one who does not involve themselves in any activities and conclusions are drawn from watching and listening passively (P.74).

Research will be undertaken with the intent of being a non-participant observer, being a passive participant will allow an observer to watch intently for a critical event while still engaging with the dynamics and culture of the classroom.

Tripp (1993) explores the possibility that critical incidents cannot be defined as things which exist independently but are created.

Tripp (1993, quoted in Joshi, 2018) states there are two stages to understanding critical incidents. Firstly, the event needs to be described (the 'what' aspect) then secondly, the event is explained (the 'why' aspect).

When exploring the positives of gathering data in a case study of a critical incident Joshi (2018) remarks the analysis can "create a sense of self-awareness, prompt an evaluation of established routines, and encourage teachers to post critical questions about teaching." (P.85).

Remarking on the potential challenges of a case study in the form of a critical incident, Groundwater-Smith presents the following; they "can be regarded as intrusive, participants may become weary of involvement, and working with children over time can develop strong relationships". On the other hand, their last point about developing strong relationships with children has been highlighted as a positive of case studies too, they also argue this can "support and enrich the data generated", in addition to case studies being able to be "adapted to specific cases or contexts". (Groundwater-Smith, Dockett, and Bottrell, 2015, P.128).

Thiel (1999) and McCabe (2002, quoted in Joshi, 2018) both present similar frameworks to reporting critical incidents; they follow a step by step process of firstly recognising the people involved in the incident, then outlining the situation, followed by evaluating it by looking at it from every possible angle, and finally by explaining resolutions and evaluations. The differences are woven through the depth of McCabe's later research allow him to pose questions that demand the observer expand on their critical thinking.

The research outlined will be comprised as a critical incident rather than a case study, while they are closely linked a case study will have greater depth. There is the potential to turn this critical incident into a case study by completing further analysis with the participants involved.

As mentioned earlier, the school day was a little different for all pupils. It was Modern Foreign Languages day at the school. Each class had the opportunity to alternate between classrooms and learn about a different country in each. I was situated in the Foundation Phase where pupils would learn about France, Spain, and Italy.

My observation took place in the French classroom with French themed activities around the room, pupils had free reign of what activities they would complete. These included; painting a rainbow with the French colour names, decorating a French flag with crepe paper, trying French pastries, painting like Monet, and building the Eiffel Tower out of Lego. This session was held with a year two class.

Towards the end of the session, Girl A appeared and asked what I was doing (the class teacher had not introduced me, and I had tried to stay as unnoticeable as possible). After explaining I wanted to become a teacher, Girl A explained to me that she wanted to be an artist when she grew up. I talked with her about some of the art themed activities that were placed around the room. She then explained that she had finished all of those tasks and now wanted to try and build the Eiffel Tower out of Lego, stating "I've never done it before but I'm going to try and give it my best go. I don't think I'll be able to do it, but I'll try my hardest. Because building a tower is like art, isn't it?" Astounded by this I continued to watch as she began building her Eiffel Tower. After around 10 minutes she returned with a small tower and a beaming face. Girl A was really excited about her efforts and proceeded to show all the staff members. When I questioned her about it, she said that building it made her feel good, it was easier than expected, but she wouldn't be able to do it again.

It is also important to note, as a side, that at the beginning of the session pupils participated in a mindfulness session where they learned about the 'I can't monster' which encapsulates the feelings of inadequacy when completing a task for the first time. Pupils were encouraged that the way to defeat the 'I can't monster' is to repeat 'I can, I can, I can'.

Donaldson's (2015) review of the current curriculum and additional framework provides Four Purposes that learners should obtain, the critical incident outlined above neatly fits in to Donaldson's proposal that "All our children and young people will be ambitious, capable learners" (P.29). Donaldson further expresses this will encompass setting high standards, seeking challenges, and applying knowledge in different contexts. A fruit of this strand is that children will be ready to learn throughout their lives. I would argue that Girl A's resilience is an example of how children can be ambitious and realistic about their learning. Not only did she push herself to complete a task she did not feel confident with, she completed more than one task during the session. The majority of learners in the lesson picked one task and stayed there until the end.

Girl A also demonstrated her creativity by grasping that opportunity for growth, thinking creatively about her ambition, and connecting her desire to become an artist to creating the

Eifel Tower. A fruit of this purpose is that children will be ready to play a full part in life and work (P.29).

Literature Review

Lev Semyonovich Vygotsky (1978) theorised that there are two kinds of developmental levels. The first being the *actual development level*, where the development of a child's progress is a result of developmental cycles that have already been completed. Vygotsky states "only those things that children can do on their own are indicative of mental abilities" (P.85). Looking at it from a different point of view, he mentions that a solution to a problem that has been supported by leading questions or by a collaborative effort between peers is not suggestive of their mental development. He further suggests that,

"the profoundest thinkers... never entertained the notion that what children can do with the assistance of others might be in some sense even more indicative of their mental development than what they can do alone." (P.85)

When expanding on this concept, Vygotsky states the second level is called the *zone of proximal development* (ZPD). This is where functions have "not yet fully matured but are in the process of maturation." (P.85). The ZPD is, in essence, what the child has the potential to complete with the teacher assistance or guidance from a more knowledgeable peer (P.86).

Comparing the two developmental levels he states that "the actual developmental level characterises mental development retrospectively, while the zone of proximal development characterises mental development prospectively." And "what is in the zone of proximal development today will be the actual development level tomorrow" (P.87).

The actual developmental level is characterised as not coinciding with the learning process, but lagging behind the process of learning, this creates the ZPD (P.91).

While Vygotsky never mentions it, the theory of the zone of proximal development is closely linked to Bruner's (1978) thoughts on scaffolding in education.

He states that;

scaffolding refers to the steps taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill she is in the process of requiring (P.19).

Verenikia (2008) provides some criticism for the scaffolding theory brought forward by Bruner (1978). She states that a too literal interpretation of the term will lead to the opposite

of the Piagetian view of the child as an active self-explorer and allows the child to be seen as passive when receiving instruction from the teacher. (P.165).

They further state “If scaffolding is understood as direct instruction, it can become a hinderance for children’s development as active self-directed learners.” (Verenikina, 2008, P.175).

In a similar vein to Vygotsky’s Zone of Proximal Development Theory Bjork & Bjork (2011) researched the desirable difficulties phenomenon. This is where a task is required to have a considerable amount of effort for completion with the notion that the extra hard work given to the problem will improve long-term performance. They state this includes “varying the conditions of learning and interweaving instruction on separate topics.” (P.58). They criticise their own theory further on by remarking that without prior knowledge of a task it is easy for a desirable difficulty to become an “undesirable difficulty” (P.58).

Carol Dweck (2017) provides a popular theory of learning regarding how a pupil’s mindset effects the way they learn. She suggests there are two categories under this research; a *fixed* and a *growth* mindset. Broadly speaking, a person with the fixed mindset will be averse to challenges and have little self-belief while a person with the growth mindset will thrive on challenges and sees failure as a learning opportunity.

This research has led to wide implementation in schools where children learn about how to achieve a growth mindset in meditation session to enhance their learning. (Busch, 2018 & Green and Martin, 2017).

Expanding on her definitions of each of the terms, Dweck (2017) states that “Growth mindset is based on the belief that your basic qualities are things you can cultivate through your efforts.” (P.7). She further writes,

People with growth mindset are also constantly monitoring what’s going on, but their internal monologue is not about judging themselves and others in this way. Certainly, they’re sensitive to positive and negative information, but they’re attuned to its implications for learning and constructive action: What can I learn from this? How can I improve? How can I help my partner to do this better? (P.215).

Opposingly, when describing the fixed mindset, Dweck (2017) states this is when pupils believe their “qualities are carved in stone, creating an urgency to prove themselves over and over.” (P.6) and that “the fixed mindset limits achievement. It fills people’s minds with interfering thoughts, it makes effort disagreeable and it leads to inferior learning strategies.” (P.67).

Emphasising the importance of having a growth mindset, Dweck remarks that while people who possess growth mindset do not believe they could become anything with appropriate positive thinking, rather they believe that this could be accomplished with “passion, toil, and training.” (P.7).

The trait of passion is further expressed when Dweck (2017) declares the growth mindset is stretching yourself and staying at it when it is difficult (P.7), and how students with the growth mindset are undisturbed by stereotyping and failure (P.76).

Didau (2016) exhibits some challenging positions to the duality of the fixed and growth mindsets. While recognising the importance of effort and hard work he states that “The growth mindset theory... is not a fact” and that “It’s important to remember the evidence is not the same thing as proof.” (P.311).

Surprisingly, Dweck has been seen to agree with this position posed by Didau. She stated that while growth mindset was promising for pupils’ achievement there was still a long way to go, and that much is left to be learned. This was followed by her stating “Approaches to cultivating a growth mindset are in their infancy.” (Dweck, 2018).

Other criticism of Dweck’s growth mindset theory has come in the form of possible amendments, found in work submitted by Ericsson & Pool (2018) where it is stated that Growth mindset gives students the advice that they can do anything they put their minds to without providing them with sufficient guidance on how to accomplish their dreams leading to frustration. They suggest a third mindset called the “deliberate practice mindset”. This third mindset is an approach to building skills while young to become a master of them as you age.

“These principles include maintaining an intense focus, staying on the edge of one’s comfort zone, getting immediate feedback, identifying weak points and developing practice techniques designed specifically to address those weaknesses.” They conclude with, “Instead of simply telling students that they can accomplish anything they wish, teachers should demonstrate to students the value of deliberate practice directly.” (Ericsson & Pool, 2018).

Each observation was followed by a reflective template which guided the thoughts and feelings of the event into reflective conclusions (see appendix 2.2).

This allowed me to engage with reflecting on what I understood from the event and how it made me feel in addition to prompting analysis and action points.

This model will be expanded on during the following section with reference to the theories already analysed.

This critical event is a good example of what Bjork & Bjork (2011) called the desirable difficulties. By the girls own words, she did not think that she was good enough to complete the task she had been set. However, this coupled with the growth mindset Girl A had shown, created a difficulty that was desirable and not undesirable, as Bjork and Bjork warn against (P.58).

The Desirable Difficulties theory does not hold up, when comparing it to my critical incident, as well as Vygotsky's ZPD and Bruner's Scaffolding. I think this because while the Desirable Difficulties allows room for learners to strive for attainment it is difficult for the practitioner to encompass within a lesson. This difficulty arises when creating the boundary between the desirable difficulty and an undesirable difficulty, rather, between a pupil engaged because they are challenged and becoming disengaged because they cannot do the work.

On the other hand, the ZPD and scaffolding are easier to facilitate in this classroom setting as they don't require as much guesswork from the teacher. If scaffolding is not taken too literally and the ZPD stretches the actual developmental level appropriately they can be useful tools for development.

It can be argued that Girl A is an exemplar of the growth mindset theory, her determination to persist through difficulties and actively seeking out challenge are the main components of Dweck's theory.

This event has been taken out of context, apart from this one-hour observation I have had no other contact with Girl A. It could be that this was a one-off event, or that due to phenomena, such as the Hawthorne Effect discussed earlier, Girl A saw my presence in the classroom as a sign that the students were being observed and that she should look like she was a hard worker.

Aside from this, Sisk et al (2018) bring some highly critical work to the growth mindset theory. In their conclusion they state that while practitioners need to be weary of growth mindset there are some subgroups this may be very effective for. One of these subgroups are pupils who are academically at risk, or with a low socio-economic status (P.569). While it is unfair to suggest the socio-economic of an individual child, and against direct instruction from various ethical researchers (BERA, 2018 and Graham et al, 2013), the information provided by the school about the local area and this year's cohort would suggest it is likely this is the case for the majority of pupils.

In this case, it would be safe to assume the growth mindset was appropriate and effective in this environment.

An imperative argument brought by Ericsson & Poole (2018) is the addition of the third mindset, the deliberate practice mindset. While building Lego towers does not fall into a category they outline as something you need to practice for to become a virtuoso, I would argue that Girl A's actions indicate her attitude and show promise of this deliberate practice mindset.

As referenced in the ARC sheet for this session (see appendix 2.2) I was stunned by Girl A's reaction to the thought of having to re-do the tower. Her response was that she didn't think that she would be able to do it. This attitude does not lend itself to the growth mindset theory, shouldn't pupils with the growth mindset always be pushing themselves past the 'I can't' stage?

In this context I would argue no. While the growth mindset theory is about a state of mind where pupils actively engage with challenge, it does little to mention interest. Girl A showed her growth mindset by completing the task she thought she was not going to be good at, I believe this is adequate reasoning to label her with growth mindset. In fact, if it was the opposite scenario, where Girl A completed the Lego Eiffel Tower and then proceeded to only build towers out of Lego, this would show, according to Dweck, a fixed mindset. The freeness displayed by the fact that it did not matter to her that although she had completed the task she could take the initiative to say she did not want to do it again shows a real development in understanding who she is and the nature of her resilience.

Conclusion

Observation strategies have a wide variation with arguments for and against each individual method. (Fletcher-Wood, 2016, Cohen et al. 2011, and Groundwater-Smith et al, 2015)

Alongside this there is a wealth of criticism regarding the unhelpful nature of the critical incident (Didau, 2016, and Joshi, 2018) and suggestions on how to make the most out of your observation time in the classroom (Tripp, 1993 and Kumar, 2014).

Having said this, the non-participatory observational strategy used was very effective as it allowed me to take a step back and give my observation a holistic approach.

For professional practitioners throughout Wales the Welsh Government (WAG, 2018) compiled a list of Professional Standards for Teaching and Leadership that are to be used as guidance to "characterise excellent practice and support professional growth." (P.2). The values are organised into five segments ranging between pedagogy, leadership,

professional learning, innovation, and collaboration. The critical analysis of an event discovered as part of a non-participatory observation and reflected upon can be associated with multiple of these standards. The standard for effective pedagogy was met by evaluating the best outcomes of the session and considering alternative arrangements for future lessons. The standard for professional learning was met by striving to broaden my understanding of various learning theories such as growth mindset and scaffolding to develop my own pedagogy. Finally, the standard of innovation was met by suggesting different opportunities that could be open for practitioners when faced with similar opportunities. (P.2)

These standards link into teaching being a reflective role where practitioners are able to learn from previous works.

The theories of growth mindset (Dweck, 2017), the Zone of Proximal Development (Vygotsky 1978), Scaffolding (Bruner 1978), and the desirable difficulties (Bjork and Bjork 2011) are closely associated, I propose that without the growth mindset of girl A the scaffolding and ZPD would not have been effective, and vice-versa.

Upon reflecting and analysing this critical event I now understand the reason it stood out to me when observing. There was a perfect balance of growth mindset, self-efficacy, ZPD, scaffolding, and the desirable difficulties that made the event possible. The incident, that was a learning curve for the pupil, was only made possible through very specific events that both the learner and practitioners took advantage of.

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Appendix

Appendix 1.1



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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19

Lesson details:

Modern Foreign Languages day. All classes rotated between classrooms each session where information on a different country is learnt. The observed lesson took place in the French classroom with **year 1** pupils. The pupils in this class were not the teacher's normal children.

Pupils had a brief overview of some simple greetings and conversational topics, such as asking how someone was and responding appropriately, followed by various tasks situated around the classroom including; building your own Eiffel Tower out of Lego, colouring the French rainbow, tasting French pastries, decorating a French flag, and creating your own art work in the style of Claude Monet, a French painter.

Pupils had free choice over what activities they decided to complete.

Classroom culture

(Are the students focused on learning?)

The majority of students are focussed on the tasks they have decided to complete, there are one or two students who have neglected to pick a task to complete and are playing in the play area of the classroom.

It is interesting to note that while there are many stations available for the students to choose from very few of them independently choose to alternate from one to another, most stay at the original table they chose for the whole session.

Objectives

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

Although the session was informal due to the organisation of MFL day the learning objective was still verbally communicated to the children. In addition to this all pupils had an understanding that the day was different to a normal school day, emphasis was



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on how children would learn about other countries and cultures throughout the day.

The lesson activities were paramount to the pupils understanding of the country. All learning was conducted through the completion and participation of directed tasks set out by the class teacher. For example, to learn about Claude Monet's style of French impressionism pupils would have to partake in creating their own version of his work. To learn about the different kinds of foods eaten in France pupils would have the opportunity to eat those foods and think about how they compare to foods we eat in Wales, and so on.

Direction

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

After explaining the topic of France, the teacher proceeded to show students each station around the classroom and explain what the expected outcome for each station was.

Access and challenge

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

Pupils who engaged in the lesson will have learned some information about France and will have had an opportunity to learn some new phrases.

All students were challenged to speak the new French vocabulary as a class and with a partner.

Assessment

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

Prior to the lesson closed questions were asked regarding pupils' prior knowledge of France including any French phrases and facts. While students were undertaking their tasks, the teacher would walk around the classroom asking questions about the pupils' work (e.g. 'what does 'violet' mean in English?' and 'what colour needs to go on the right side of the French flag?').

AFL?

Specifics / Critical Incidents

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

1. Boy A, see sociogram for specific movements throughout the session. Having understood the lesson objectives and task examples set out by the teacher boy A completed the colouring task fairly quickly and competently. The French pastries caught his eye, so he wandered over to the table where they had been prepared and cut up in to bite-size chunks. He took one, disregarded the other tasks around the room and headed straight to the play area at the back of the class with a friend and played with some dinosaurs. Soon boy A was constantly moving around the classroom without committing to a specific task, all the while carrying his colouring in one hand and the chocolate filled crepe in the other. Throughout his travels around each workstation he always quickly made his way back to one, the food stand. Having picked up on this, I made a quick tally of how many times I noticed him go back to the table for an extra chocolate filled crepe. By the end of the session I counted 7 individual trips to the food stand for something to eat. In addition to this, the same boy took some milk at snack time (during the session) and after drinking around half placed the carton down next to two others and misplaced which one was his. Instead of asking his peer, who placed the other milks down, boy A proceeded to obtain another new milk from the sink area. After a couple of sips the carton was placed down again in a separate location (the food table) and forgotten about.
2. At the beginning of the session to gauge pupil's prior knowledge of France the teacher asked a series of closed questions. One question was 'What flag is this?' pointing to a picture of a French flag she had found on google images, the webpage was open on the whiteboard with various other pictures of French flags above and below the image selected. Choosing from the selection of pupils who put their hands up Boy B stated 'France!'. After receiving praise from the teacher boy B proceeded to explain that he actually 'did not know the answer' and that the reason he knew it was France was because the answer was on the whiteboard.
3. Next to the rainbow colouring station was a wooden rainbow toy where each colour was a different block, when placed on top of each other they created a rainbow with the colours in the correct order. After around fifteen minutes of rainbow colouring a pupil (boy C) who was not on the colouring table offered to help the pupils on the colouring table 'do you want me to put the rainbow in the middle of the table so you can all see it?' After proceeding to attempt to move the rainbow in one piece over to the colouring table he gave up stating 'I don't want to in case it falls over.' He then proceeded to walk away. As soon as boy C had left girl A, who was sitting on the colouring table stood up, looked at her peers on the table and said in a confident voice 'I'll do it!' She proceeded to move the wooden toy to the colouring table successfully.
4. At the end of the lesson all the children were sitting on the carpet at the front of the class with the class teacher in front of them also sitting on a chair. The teacher explained that it was lunch time and that students had to go back to their normal class to get their coats before going outside. As soon as two boys, boy D and E, heard this they both got up and began to run towards the door. The teacher stopped them but none of the other classmates got up to leave. They all understood that they could only line up once the teacher had

told them to.



Appendix 1.2



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfyrrio (BWA) *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: 26/09

Digwyddiad critigol (Ffocws)/Critical incident (focus): Boy A with the chocolate filled crepes

Profiad/ Experience	
Feelings "What are your feelings regarding the experience?"	When I first noticed Boy A was going back and forth to the French pastry stand I found it quite comical. No restraint on how many pastries resulted in a very high amount of consumption for this one pupil in particular. However, this coupled with his complete disengagement from all tasks apart from the easiest along with his inability to recall which milk was his after putting it down all point to a number of different conclusions. Initially, I wondered whether the pupil had not had breakfast, or maybe that he does not eat enough at home. Expanding upon this I questioned whether he does have enough to eat at home and that there could be no limits on what he eats.
Remember and Understand "Can you list the aspects of the learning experience that went well?" "What were the elements of the learning experience that were disappointing?"	The session was organized well, pupils have the opportunity to move freely between each workstation freely at their own pace. This led to the majority of students choosing one station and staying there for the whole session instead of exploring other tasks. In addition to this, Boy A did not engage with any tasks apart from one, which led him to have an opportunity to play in the play area for a considerable amount of the lesson. It could have been overwhelming to have so many tasks available to him, or the lack of control on the teachers' side between what pupils should be completing led to his disengagement with the learning objectives.
Evaluate and analyse "What will you keep the same to ensure effective teaching and learning in the future?" "What was the cause of the most important disappointing element?"	Giving pupils free reign over what tasks to complete and when to move on to the next is an example of humanistic teaching. It worked very positively for the majority of pupils. There are few examples, such as Boy A, where this was not effective. Structure and a more behaviourist kind of approach to session organization could have resulted in greater engagement.

<i>Conclusions and actions</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	To organize a session such as the one observed this lesson is a very effective way of learning when it comes to an anomaly in the teaching calendar such as MFL day. The movement between classrooms was echoed in the movement around this individual classroom. I believe that if a pupil is seen in a similar situation to the scenario Boy A found himself in it is right to approach the child and question his engagement with activities, even in this very humanistic setting. It is not a stretch to conclude that too much weight was placed on students having their own
<i>Y profiad newydd / Transformed experience</i>	

Appendix 2.1



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Modern Foreign Languages day. All classes rotated between classrooms each session where information on a different country is learnt. The observed lesson took place in the French classroom with year 2 pupils. The pupils in this class were not the teacher's normal children. Pupils had a brief overview of some simple greetings and conversational topics, such as asking how someone was and responding appropriately, followed by various tasks situated around the classroom including; building your own Eifel Tower out of Lego, colouring the French rainbow, tasting French pastries, decorating a French flag, and creating your own art work in the style of Claude Monet, a French painter. Pupils had free choice over what activities they decided to complete.
Classroom culture (Are the students focused on learning?) Compared to my first observation of the same lesson with a younger class group there was a higher level of engagement with all the pupils. As this was the second session the teacher was able to use previous work as examples of what the outcomes of their session should look like. However, in addition to doing this the class teacher made comments such as 'I'm sure you can do your work much better than this!'
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Students were aware that as it was MFL day in the school they would be moving throughout classrooms where there would be opportunities to learn more about different cultures and languages. All the lesson activities pointed to developing this understanding.
Direction (Are the students clear about what they are doing and how to do it well?) While explaining each workstation to the pupils the teacher showed examples of past work that had been completed previously as a visual guide to the outcomes of the session.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All pupils were engaging with various workstations positively, some even were trying to



pronounce the French colours on the rainbow as an extra challenge. Not all students took the opportunity to fully challenge or engage themselves, and the majority of students did not alternate between workstations.

Assessment

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

A series of closed questions were directed at students regarding their prior knowledge of France and French before the session began, throughout the lesson the teacher positioned herself throughout the classroom and asked direct questions regarding the specific tasks each group was completing.

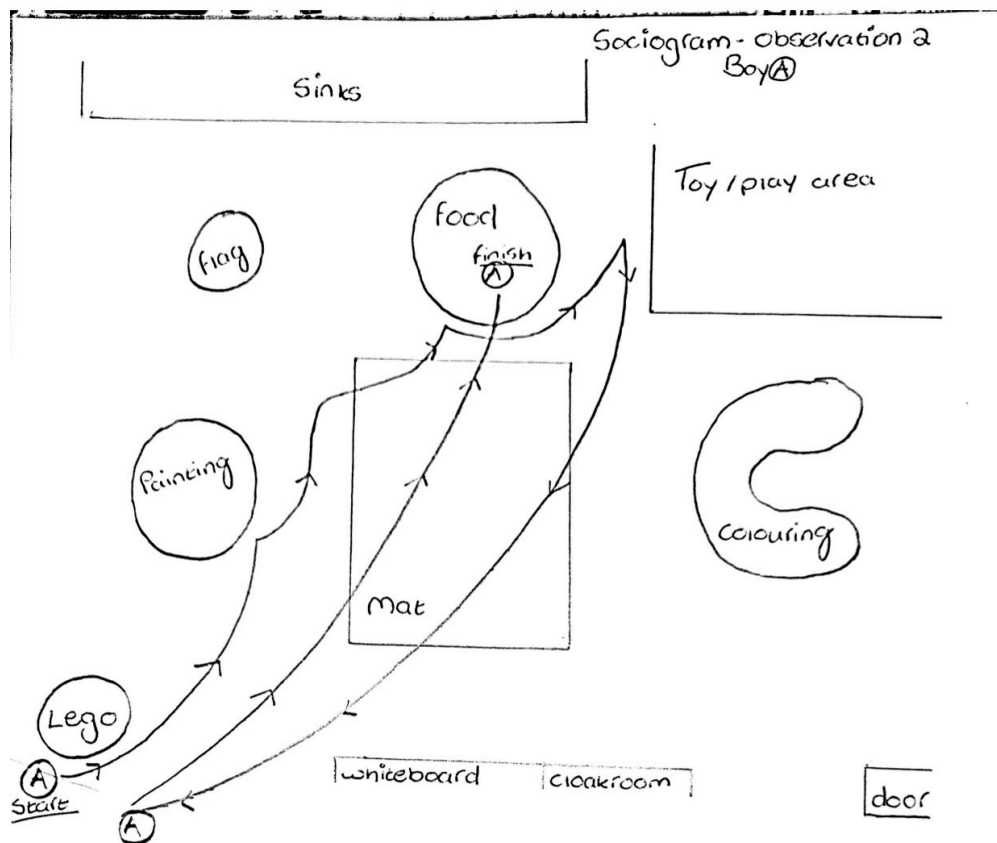
Specifics / Critical Incidents

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

1. Girl A noticed my presence in the classroom and came over to speak with me asking why I was writing so much in my notebook. After explaining that I was observing because I wanted to become a teacher Girl A proceeded to tell me that she wanted to become an artist when she grew up. I explained this was a good lesson to be in because there were a few stations around the class where art was involved (colouring in the French rainbow, painting like Monet, and creating a French flag). She stated that she had already completed those other tasks and that now 'I'm going to try and build an (Eifel) tower out of these Legos. I've never done it before but I'm going to try and give it my best go. I don't think I'll be able to, but I'll try my hardest. Because, building a tower is like art, isn't it?' She set to work on building her tower, after about 10 minutes she returned with a small tower and a beaming face. Girl A was really excited about her efforts and proceeded to show all the staff members. When I questioned her about it she said that building it made her feel good, that it was easier than expected, but that she wouldn't be able to do it again. An important note to make here is that at the beginning of the session a mindfulness task was completed by the students where they learnt about the 'I can't monster', the session involved techniques on how to overcome fears of inadequacy when completing new tasks. A memorable quote from this task was 'the best cure for the I can't monster is to say I can, I can, I can.'
2. When the class teacher was explaining each task all the pupils followed her around the room in one big pack, as soon as the last task was explained two girls (girl B and C) broke away from the pack and headed straight to the colouring station. They sat next to each other and made sure they were both colouring in the same colour of the rainbow. Girl C got off her chair at one point so that she could move her seat even closer to her friend. Both girl B and C would not share their colours with any other pupils on the table.
3. Boy A (See sociogram) positioned himself by the Legos behind a tall cabinet around a corner so that he was out of the direct eyesight of

teachers and other pupils. He was playing on his own attempting to build an Eiffel Tower. Another pupil saw that boy A was on his own, so he came to join him on his own accord. Boy B then proceeded to ask boy A if he had chance to go and try some of the French pastries yet. Boy A answered very quietly saying 'no, I haven't had one and I don't want one.' While moving his body away from boy B. Boy B offered to help boy A build his tower, he responded with 'you build your own tower over there.' Towards the end of the lesson Boy A had finished working on his tower, as soon as he got up to show staff members the base broke away. Sighing, he sat back down to reconstruct it. Once completed again he went to stand back up and the base broke away a second time. On the third attempt he removed the tower from its base altogether and proceeded to show all the staff members around the room. Once he had done so he went back to the base, moved it to a table-top surface and attempted to reattach the tower to it.

4. At the end of the session the class teacher asked all students to tidy their station up ready for the next class. Upon hearing this girl D, who was playing with the Legos, burst into tears. When questioned by the class teacher why she was crying Girl D explained that she was upset because she would not be able to finish her tower. The class teacher compromised by explaining that she would keep the tower in her class ready for later when Girl D could finish it off. A few moments later after Girl D had moved to another section of the classroom, a peer, Boy C, said in a hushed voice to another pupil 'you can't just cry over everything and expect things to go your way.'



Appendix 2.2



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfrio (BWA) *Assisted Reflective Conclusions (ARC) Model*

Dyddiad/Date: **26/09**

Digwyddiad critigol (Ffocws)/Critical incident (focus): **Ambitious girl building a Lego Eiffel Tower**

Profiad/ Experience	
<i>Feelings</i> <i>"What are your feelings regarding the experience?"</i>	I remember being excited to witness such ambition in a young learner. The session was organized as free choice for the pupils, they decided what task to complete and when/if they moved on to another task. Not only had Girl A completed all of the other tasks set by the teacher she also went one step further to complete a task she thought she was not good at. Almost all the other pupils in the class did not move from the original task they chose. However, I was concerned that upon being questioned Girl A did not believe in herself enough that she could complete it again. This does not take away from the achievements Girl A gained through challenging her own belief in herself and completing the tower.
<i>Remember and Understand</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	Girl A engaged the way she did positively because she had the scope to do so. Had the classroom teacher organized a rotation between all activities for each pupil the freedom to explore would have been lost. It was disappointing to see children staying in their comfort zones. Some, for example, stayed on the colouring table, others with the Lego for the whole session. Seeing this happen, it would have been advantageous for the teacher to prompt pupils to move between activities more. I understand that for all the observations my presence in the classroom could very likely change the culture and atmosphere of the class. However, even if I was not present in this session, Girl A would still have been ambitious, capable, and determined. The only difference would have been that this data would not be recorded. Some small aspects of Assessment for Learning took place during the session as the teacher walked around the classroom asking questions to gauge understanding. However, the majority of Assessment for Learning took place at the end of the session where all pupils were brought back to the carpet and questions were asked about what had been learned, methods such as think, pair, share, and traffic lights. To better my understanding of this session I will ask staff members at the school how often children are prompted to lead their own learning and what fruits of this they often see.

Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	I personally thought the lesson was effective, however I can understand how the session could be considered ineffective by another party. Giving young learners free reign of tasks set out for them led to many pupils not challenging themselves. This approach is something I would like to bring to my classroom, not continually, but every now and again to stimulate learners into a new kind of learning environment. The main problem was getting pupils to move from their comfort zones and to begin to challenge themselves, however, in addition to this it could be seen as a problem that some students were switching between tasks too quickly having not spent enough time at one station to develop the learning of that specific task. Giving pupils free reign on what task to complete and when to change to another gives a lot of responsibility to the learner and has the opportunity for students to take ownership of their learning. This session is the second time I have seen the lesson taught, being based in the French classroom for MFL day. The second session was a lot more productive than the first. Learning from some questions students asked in the first session, the teacher made sure to guide the students to a place where they had more basic information about France before an opportunity to ask questions so that there was a greater depth to the questions asked and the level of learning increased.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	A solution for the problem of students not challenging themselves by staying at the same station all day would be for the classroom teacher to organize a system by which children would be prompted to alternate between each task. The sound of a bell or timer could signify that pupils have to move on to the next task. While this could take away from the freedom of the lesson the teacher could still give pupils the opportunity to choose what task they went to next. The only thing I would change about this session is the kinds of activities the children were presented with. There was a big emphasis on French art tasks, 3 out of the 5 tasks available were art based. It would have been good to swap out one of these art tasks for a French music task where pupils could learn extra vocabulary, for example.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 3.1



Prifysgol Cymru
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09
Lesson details: Mathematics. Year 9, set 3, preparation for GCSE's. Session factorising equations
Classroom culture (Are the students focused on learning?) From the outset of the lesson pupils did not have the option to be unengaged with the session. The class teacher was directed students to complete a starter that was on the board for them as they came into the lesson within 7 minutes. The culture of a fast-paced working environment continued throughout the lesson; it was very effective at keeping engagement for the majority of learners.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Along with the starter on the board ready for pupils to complete was the learning objective. In addition to this the teacher made sure to verbally explain what was expected from each pupil by the end of the lesson. The lesson activities made a clear distinction to the learning objectives, as an example the learning objectives were to gain knowledge and understanding about expanding and factorising equations and all the tasks were centred around this goal, students were aware of what was expected of them by the end of the session.
Direction (Are the students clear about what they are doing and how to do it well?) Throughout the lesson the teacher explained each new task thoroughly and gave additional instructions such as time limits and additional questions for pupils who were more able and talented. In addition to this the teacher was constantly moving around the classroom checking all students work and asking them open questions to engage them with additional mathematical problems.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Observing the lesson, it was clear to see that the majority of students were being challenged by the problems on the board, this came with the exception of one or two students who consistently finished tasks and moved on to the higher level questions before their peers. Engagement slipped a little when students found the work too

challenging and did not understand how to complete the tasks successfully.

Assessment

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

While pupils were completing their tasks, the teacher was constantly moving throughout the classroom checking pupils' books and guiding them towards the correct answer.

In addition to this, various questioning styles were used including choosing pupils at random to answer questions and using a hand's up only approach to answer questions directed to the whole class.

Specifics / Critical Incidents

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

1. The fast-paced speed of the lesson was very engaging for some pupils; however, I noticed a small number of students who did not take to this method of teaching. One girl, girl A, caught my attention when she began flicking her pen up in the air during time the teacher allotted for students to complete their tasks. She seemed unengaged with the activity, at first, I thought that she had finished and was waiting for the next section of the lesson. Upon observing further, I noticed she mouthed to one of her peers 'I don't get it!'. At the end of the allotted time the teacher asked the class if everyone had understood the task, nobody said they found it difficult.

As the teacher proceeded to explain the answers to the problems on the whiteboard Girl A's expressions became more and more complex. After the teacher explained the answer to a particularly difficult question her eyes widened, and she puffed out a breath of air. The pupil showed clear signs of being overwhelmed in that environment. For the rest of the session, girl A continued to play with her pen, look around the room, and mouth statements of worry to her peers. It is important to note that Girl A's scenario is taken out of context of the whole lesson and the majority of pupils engaged positively with the learning environment.

2. When looking for an answer to one of the problems on the board the teacher selected a pupil at random to express what they thought was correct. After the boy gave his incorrect answer the teacher quickly moved on to ask another pupil. When they did not get the correct answer either the teacher stated: 'let's see if we can improve boy A's answer shall we?' The teacher said this because although Boy A's answer was not right, he was halfway there. Although, having a class full of your peers to evaluate your answer, after the teacher has already moved on to ask another pupil their answer, and to make it better could be embarrassing for some children.

Appendix 3.2



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

Dyddiad/Date: 25/09

Digwyddiad critigol (Ffocws)/Critical incident (focus): Girl disengaged with the lesson due to difficulty

Profiad/ Experience	
<i>Feelings</i> <i>"What are your feelings regarding the experience?"</i>	I was very surprised at the strict, regimented teaching style of what is commonly a subject that has a hard engagement. It worried me that Girl A's difficulty was not picked up on for the duration of the observation. While the class teacher made an excellent effort to see to every child in the class while time was given to complete the tasks on the board, it is evident some struggling pupils could have been overlooked.
<i>Remember and Understand</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	On the whole, the session was very successful. From asking pupils questions about the work it is clear to see the pedagogy was preferable for the majority of the pupils in the classroom. The session was very regimented in its organization, the introduction was comprised of remembering the previous lessons topics by way of starter questions, this was followed by building on that last topic, a set of questions, followed by questions from the class teacher to assess learning. Engagement was a positive overall, however for the incident I have analyzed, the principle of rushed foundational work resulted in their inability to build their knowledge of factorizing equations.
<i>Evaluate and analyse</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	The positioning of the teacher was very effective throughout the lesson, it would almost be impossible to do a sociogram of their movements throughout the classroom. As soon as the task was set they were constantly moving around, usually positioned behind pupils, checking answers and understanding. Instead of saying negative phrases such as 'that's wrong', they would question alternatives such as 'how could this be done in less steps?' or 'does that equal this?' A solution for the disengagement of certain pupils in the class would be to spend more time looking at the foundational aspects of the tasks before adding to them and making them more complex. At this stage in their school journey pupils are organized into sets depending on their ability, an undesirable alternative would include moving the pupil to a lower set where more time can be spent on that which is foundational. It could be considered unreasonable to ask teachers in the higher sets to spend more time looking at foundational aspects of the curriculum when there is a greater amount of work that is expected to be covered. On the opposite side of the critical incident I have written about, there

	were pupils in the class who did not find the work challenging enough, an argument could be made that the teacher needed to differentiate their class better in order to gain optimal engagement from all learners.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	The most important aspect of this session to address is how to differentiate classes appropriately, this can be seen not in the weaknesses of the planning or preparation of the session but by the rate at which what was planned was communicated to pupils. Simpler explanations of difficult mathematic problems could have shown pupils the task was within their ability. One of the strongest aspects of the session was classroom management, the teacher had complete control over the students in the classroom. While tasks were being completed you could hear a pin drop. While this is a positive I am taking away from the session I am very aware that the strict culture in the session made it difficult for at least one of the pupils to express their difficulties with the task.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 4.1



Prifysgol Cymru
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: Digital Safety, year 2 class. Children listened to a story about a class of animals who spoke to a 'famous' animal online who turned out to be one of their teachers tricking them. After this three stations were placed around the classroom where pupils rotated to either; create an online safety poster, place scenarios into either a 'safe' or 'not safe' column, and listen to scenarios, discuss them as a group, then decide between them what they would/should do.
Classroom culture (Are the students focused on learning?) The topic was engaging for the majority of pupils, they had opportunities to talk about things they would not normally be permitted to such as Facebook and Instagram. The freedom to do so in this session caused a lot of the pupils to speak up and voice their opinions who may not normally do so. When on task pupils continued to enjoy talking about how to be safe online, with the exception of one or two pupils most engaged fully with the lesson objectives and strove to understand how to be safer online.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) A verbal learning objective was presented to pupils at the beginning of the session, all activities directed students into a deeper understanding of how to be safe and congratulated thinking critically about specific scenarios when dealing with online safety.
Direction (Are the students clear about what they are doing and how to do it well?) On each of the task tables was either the teacher, support staff, or voluntary worker. They all guided the children with their decisions and provided extra support when necessary. Children were praised for good quick answers and extra thought given to particularly difficult questions posed. When children on the discussion table lost track of the conversation the teacher guided them back on track and re-explained the purpose of the exercise.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)

Every student had the opportunity to engage with the tasks around the room, engagement for poster making was more essential than engagement with discussing the ethics of scenarios. On the two tables where pupils had to either label if an action was safe or unsafe and where children were prompted into discussion around how they would respond to a situation participation was harder to control. Students who did not want to voice their opinion, or who were happy to disengage could do so easily.

Assessment

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

Lots of open questions were utilised at the beginning of the session to determine how safe students would be in specific scenarios. Throughout the session teachers prompted children with deeper questions about online safety by presenting ambiguous scenarios for them to discuss. Towards the end of the session, pupils were brought back to the carpet where they were encouraged to share what they had learned and closed basic online safety ethical questions were asked.

Specifics / Critical Incidents

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

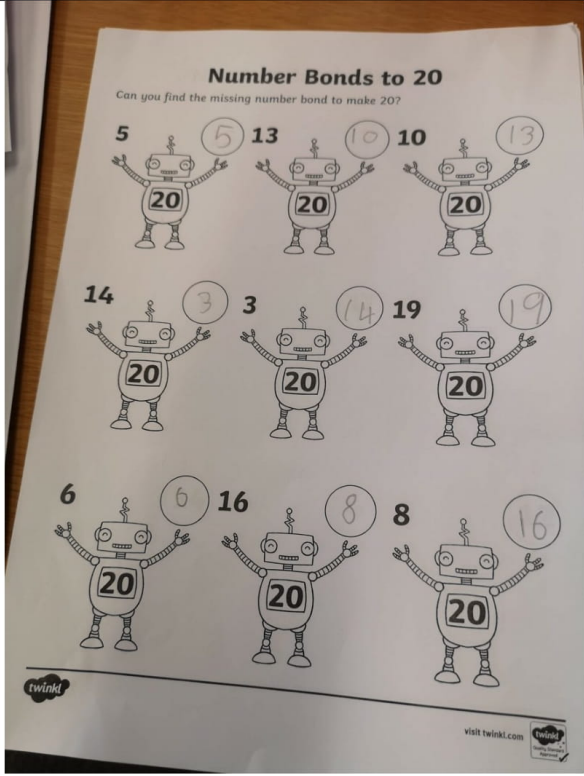
1. Girl A put her hand up to answer a question while all other students were shouting out their answers. Girl A was praised for doing so, given a sticker, and received extended comments from staff about how she was a good example of an exemplar pupil for doing so.

2. Boy A & B both got into a mishap where Boy A told on Boy B for kicking him. Acting as a mediator, the teacher used a restorative approach to understand the situation further and to seek out the real truth of what happened. After hearing their contradictory stories, the teacher asked them to sit on the carpet together for one minute to give them a chance to think over their stories. If their stories did not match up the second time, she would check the 'cameras' (there were no cameras to record the incident, the children were unaware of this) for the truth.

On the carpet both boys counted to 60 together, appalled that one minute had passed the boys proceeded to play on the whiteboard *together*.

3. Girl B started to do some work sheets and brought them to me to show what work she was completing. Instead of completing the task correctly she misunderstood what she had to do and put numbers in order instead of making number bonds to 20 (see photograph below).

Girl B decided she had to put the numbers in order, she did this correctly. After explaining this to me she said, 'I can count up to 20 see!' and proceeded to do so. When questioned about if she could count higher, she said no, but when prompted she knew that 21 came after 20 and the 22 came after that.



Number Bonds to 20
Can you find the missing number bond to make 20?

5 13 10 13

14 3 14 19

6 16 8 16

visit twinkl.com

Pictured above: number bond worksheet completed 'incorrectly' by Girl B in scenario 3. Numbers printed on the robots hands were placed in order of each line.

Appendix 4.2



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

Dyddiad/Date: 02/09

Digwyddiad critigol (Ffocws)/Critical incident (focus): Girl B completing a worksheet incorrectly with correct answers

Profiad/ Experience	
Feelings <i>"What are your feelings regarding the experience?"</i>	At first, I was worried that Girl B had totally misunderstood what was expected from the worksheet she had found for herself after the she had finished all the tasks. However, upon realizing she had completed the task correctly to what she thought the outcome should have been I was very impressed and excited for her.
Remember and Understand <i>"Can you list the aspects of the learning experience that went well?"</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	The session as a whole was very productive and pupils engaged with the digital safety tasks thoroughly. It was good to show the pupils a short story regarding the dangers of social media. What was important with this topic is that the teacher made sure that a generous amount of time was spent in discussion. It is healthier for the pupils to come to their own decisions regarding digital safety rather than getting told what not to do by an adult. This also allowed for grey areas to be discussed in greater detail. Most learners gave their full attention to the session because they are all heavily interested in social media. While none admitted to using Facebook, lots said they have used Instagram and Snapchat while the majority have used sites like YouTube, and many stated they had played computer games online.
Evaluate and analyse <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>"What was the cause of the most important disappointing element?"</i>	While I believe this session was very effective in communicating to the pupils what appropriate behaviour online should look like, other people may have suggested the session was ineffective because while children could have discussions regarding online safety the teacher pressed them to give the answers she wanted. This was good overall; however, children were not encouraged to question the online safety rules provided.
Conclusions and actions <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>"What will you do next?"</i>	With regards to the session, I found it very effective in communicating the learning objectives and engaging pupils into a dialogue they were very interested in. Something I will take away from this session is the teachers' ability to listen to the pupil's opinions while voicing good practice for online safety responsibly. Regarding the critical incident, I was very encouraged to see that while the task Girl B completed was not 'correct', she had completed the task to the best of her ability with her understanding of how it should have been completed. The task was not set by the teacher, it is important to note the child

	presented great intuition and creativity when faced with this task. A takeaway I have from this encounter is that when presented with work that is completely incorrect to dialogue with the student instead of writing them off as incompetent.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 5

████████ Primary School is a community school for children aged from three to eleven years. The school is situated in the centre of the busy town of ██████████, a traditional ex-mining community with an established residential area. in the ██████████ approximately eight miles north west of ██████████ in ██████████ Local Authority. The area has a mixture of privately owned and housing association rented properties. Although ██████████ is not a Community First area, there is a high level of economic inactivity in the village and a high level of unemployment. Approximately 55 pupils live in Community First areas and attend the school through parental choice. The area can be described as predominantly disadvantaged with many children living in homes with no working parent and many have single parents.

There will be approximately 425 pupils on roll in September 2019 organised into 14 classes- Foundation Phase pupils are organised according to age and ability and KS 2 according to age with two form parallel classes. There will be approximately 49 part/ full time Nursery pupils. There will be 14 full time teachers, including the Head teacher. To enhance this provision, there are three Grade 7 additional practitioners, along with eight Grade 6 additional practitioners based in the Foundation Phase and one Grade 7 teaching assistant, four Grade 6 teaching assistants and three Special Needs Support Assistants based in KS 2. The school also employs a full time Family Engagement Officer from the PDG.

The school's intake comprises of the full range of ability. PLASC 2018 - 19.4% pupils were identified as having additional learning needs which is slightly below the national average of 22%. Currently 3 pupils have statements of SEN although 1 more is going through the process.

This percentage has remained relatively stable over the four past years.

E mail: ██████████

Website: ██████████