

# **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.**

This assignment will critically evaluate a critical incident that took place during an observation carried out in year three class in their classroom environment, due to anonymity reasons the pupil discussed will be referred to as Pupil A and the school she attends will be referred to as School A. A critical incident is one way of observing classroom practice, the writer will discuss what went well and will recommend a variety of solutions to improve the incident if it were to be repeated. WAG (2008) states that when pupils are observed during lessons or activities, it enables practitioners to discover what the pupils can do and in what way their skills are developing. Observing pupils also aids the practitioner to collect information on what the pupils actually understand, what they already know and what they may find challenging, therefore enabling the practitioner to provide further support. Tripp (2011) and Griffin (2003) believe that critical incidents can be beneficial in the education setting as they enable practitioners to focus on and improve their individual concerns due to the analysis of the incident, promoting problem solving which they may not have thought of before. Griffin (2003) discovered that if teachers reflected on critical incidents it generally had a positive impact on the teacher's growth and their further analysis. The writer will discuss and identify what could be done to further improve the teaching and learning skills in the classroom environment which will therefore have a positive impact on Pupil A and her fellow classmate's learning.

The writer's observation took place in School A and the critical incident discussed took place in a Science lesson in a year three class. The class has twenty-eight pupils and has two teachers who are on a job share. One Learning Support Assistant (LSA) works in the class every morning to support a pupil with ALN. School A is an English medium primary school in a coastal village in South Wales, it has attained a green flag for being an Eco school. Around four hundred and fifty-three pupils between the ages of three to eleven attend school A. The school has a lower than average percentage of pupils who are eligible for free school meals (FSM). Less than one fifth of pupils attending the school have additional learning needs (ALN) with very few pupils having special educational needs statements. At present, there are no pupils attending the school that need support for English as an additional language (EAL) and a small number of pupils are looked after children (LAC) by the local authority.

School A is a pioneer school and is currently working with the Welsh Government and other pioneer schools to trial Wales' new curriculum. The school is also a New Deal Pioneer School and is involved in the development of the national model of professional learning with the Welsh Government. Pupils attending the school are educated in mixed ability classes where teachers use teaching techniques which involve whole class and group work activities (Estyn, 2016).

For the purpose of this study the writer carried out a case study in which she observed a lesson taught to year three pupils in order to collect her data. According to Grinnell (1981) a case study involves the observer collecting their data and analysis using an adaptable and unrestricted method. Although a case study is mainly a qualitative analysis design, Kumar (2014) states it is also established in quantitative research. A case study is proposed on the hypothesis that the case that is being studied is unlike cases of a certain type meaning that one case can deliver more understanding around a number of situations and events that have occurred previously. A benefit of a case study approach is that this type of approach allows the observer to explore situations in more detail, they are also less time consuming and are generally easy to understand. Case studies are also based on real life situations which involve real people which makes the research more organic. During the observation the writer was focusing on the lesson objectives and how these were promoted. The writer explored whether the lesson held a clear purpose and was detecting if the students in the class were engrossed in their learning. The writer also wanted to gain an understanding on whether the pupils understood what they were doing and that they recognised how to complete the activity asked of them successfully (see appendix 1a & 1b). In order for the writer to have a more in-depth account of the observation, unstructured field notes were made throughout the lesson which were then typed out into more structured notes when the lesson had finished. Brookefield (1990) defines a critical incident '*as any unplanned and unanticipated event that occurs during class, outside class or during a teacher's career but is vividly remembered*' (p. 84). Tripp (2011) emphasises that valuable outcomes result from critical incidents being analysed in the educational environment. He believes that when data is analysed and collected the values are explored. When a different approach is planned to further improve it in a theoretical and analytical approach, this can potentially result in a more enhanced and practical solution, which is a vital quality for educational theory. Nilsson (2009) believes that if teachers are encouraged to reflect on critical incidents, they are more likely to gain more knowledge and have better understanding on how to deal with these predicaments in the future. The writer chose to use an observation approach due to the fact that there was limited time to collect the data. A distinct aspect of an observation technique is that it gives the observer the chance to collect vital data from situations that occur naturally (Cohen, Manion & Morrison, 2007). The idea was to use a non-participant

observation technique, however sometimes the writer's observation would be interrupted due to pupils asking for assistance during their lesson. In order to overcome this barrier, Robson (2002) states that it may be beneficial for the non-participant observer to sit at the back of the classroom away from pupils to avoid them getting distracted or trying to get the observer's attention. This can be linked to the Hawthorne Effect; the pupil's may change their behaviour due to them knowing they are being watched or studied. Payne & Payne (2002) state that when people recognise that they are being observed it is more than likely that they will alter the way they behave. This can have a negative impact on the research findings as some pupils may display challenging behaviour as they may not feel comfortable with somebody new in their classroom, whereas some pupils may improve their behaviour due to them knowing somebody new is watching them.

The critical incident took place in a Science lesson in a year three class (see appendix 1a & 1b), the lesson was focused on the class topic: The Romans and Celts. The teacher was asking the pupils what materials were suitable for what use and she was asking individual pupils to answer each question she asked. This led to the teacher asking Pupil A a question, Pupil A did not understand the question, so the teacher asked her a variety of questions until Pupil A gave the correct answer (see appendix 1b). This can be linked to one of Donaldson's four purposes that states that children of Wales should be "*ambitious and capable learners who are ready to learn throughout their lives*" (Donaldson, 2015, p29). This situation enabled Pupil A to benefit from the teacher's questioning, therefore improving her problem-solving skills. Donaldson (2015) states that children should enjoy and overcome challenges in which Pupil A did so, once the teacher started asking simpler questions her confidence increased and she continued to answer them until she understood the answer to the first question. Donaldson (2015) also states that children should be "healthy and confident individuals who are ready to lead fulfilling lives as valued members of society" (p.30). When pupil A was unable to answer the question, the teacher did not stop and move on to ask another pupil; she persevered and guided Pupil A with the types of questions she asked. Pupil A did not seem embarrassed when she could not answer the question and the teacher continued to enhance her confidence with open body language and facial expressions to encourage her to continue answering the questions. It seemed to the writer that the pupil was not afraid to get the answer wrong and the teacher seemed to promote and develop Pupil A's resilience and confidence skills.

In this section the following areas that arose from the critical incident will be discussed; the benefits of using Vygotsky's Zone of Proximal Development (ZPD) and Bruner's Scaffolding and the importance of the use of questioning in the classroom. Vygotsky created the Zone of Proximal Development (ZPD) which is one of the most important foundations of Social Constructivist Theory today. Vygotsky did not gauge children's development by what they

can do independently, he saw it as what they can learn with the help from others (Crowley, 2014). Vygotsky's ZPD distinguishes pupils into different categories on whether they are unable to complete a task, if they can do it with assistance and if they are able to complete the task independently. The ZPD theory concentrates on pupils doing something with assistance in order to eventually be able to do it independently, which means the teacher must have an understanding of the pupils' ability to complete a task on their own compared to completing it with assistance. It is vital for teachers to know their pupils' ZPD in order for them to know what steps they need to take next. Sarikas (2018) supports this statement, stating that pupils tend to learn more effectively when working with others who have an array of skills and knowledge. This can be linked to the critical incident discussed as the pupil was unable to answer the question independently until the teacher used the scaffolding technique to guide her with different questions until she got the correct answer (see appendix 1a & 1b). Bruner was influenced by Vygotsky's work on ZPD and created the term scaffolding, Crowley (2014) defines this approach as a process when the child receives support from another adult which is always being adapted, once the child is acquiring what is being taught, the amount of assistance and support is reduced. Once the child fully understands the content then the scaffolding is stopped. Both Bruner and Vygotsky agreed that by challenging pupils to overcome the demanding tasks inside their ZPD resulted in greater learning. Verinikina (2003) & Shabani (2010) state that using ZPD and scaffolding in the classroom tends to be successful, however they both concur that the teacher has to apply this approach accurately. If this approach is not implemented properly, for example if the pupils are receiving excessive guidance then this can have a negative impact on their learning development and independence. This can result in them becoming unmotivated learners, Sarikas (2018) states it is important that scaffolding results in pupils being active learners and providing too much guidance can jeopardise this as well as reducing the amount that the pupil actually learns. Malik (2017) believes that scaffolding is a temporary method of assisted learning which aims to promote independence for the pupil. However, it seems to the writer that scaffolding is not temporary as the pupil will continue to be taught and learn new things throughout their time at school, therefore the use of scaffolding would continually be adjusted to meet the pupils needs. An example of this is if the teacher delivers a new topic, the pupils will most probably require more support until they gain more knowledge on the topic and this will continue whenever they are taught something new. Pupils' thinking and reasoning skills are promoted by the use of language, an example of this is the use of questions in the classroom (Vygotsky, 1978). Questions can be used to increase pupils' interest and motivation in the classroom, thus promoting pupil independence. Cavanaugh and Warwick (2001) state that when it comes to pedagogy, questioning is a fundamental skill, one that involves teachers having extensive knowledge

on the use of questions to be successful. The use of questioning can be linked to Bloom's Taxonomy, this theory proposes that pupils should have knowledge on a subject before they can fully understand it, once they understand it then they are then able to use it in a variety of contexts. Before pupils can be analytical and critical thinkers, they must be able to use lower order skills such as knowledge, comprehension and application (Hall, 2016). Bloom's taxonomy consists of a six-level grading which begins with lower order questions which measure a pupil's comprehension; the medium level measures how the pupil applies their knowledge and with the higher order questions which prompts pupils to be analytical and evaluative (Doherty, 2017). Once the pupils understand the lower order questions, they then learn how to organise and put together their new knowledge to construct their evaluation skills, which is known as higher order skills. However, this theory was revised by Anderson & Krathwohl, as they believed that Bloom's taxonomy was out of date and needed to be adapted to be suitable for learners and teachers of the twenty first century. In order for teachers and learners to be able to reflect on the type of thinking for each hierarchy, Anderson & Krathwohl replaced Bloom's nouns with verbs as they believed that nouns and verbs should be in separate categories (Proedit, 2019). Questioning can also be a useful tool that can be used in AFL, the teacher can use different questioning techniques to encourage pupils to discuss their ideas, instead of writing their answers down. It seems to be beneficial that teachers should offer pupils the chance to talk about their learning with their peers and teaching staff. This can have a positive impact on the pupils' understanding and learning, as they are able to exchange their answers and ideas with each other which can make them feel like strong contributors in their learning environment, thus increasing their motivation (Vygotsky, 1978). Questioning also enables the teacher to feedback formatively to their pupils immediately after they answered the question. Doherty (2017) & Fries- Gathier (2008) both agree that pupil questioning can have many positive purposes in the learning environment, due to questions enabling pupils to be fully engaged in their lesson as well as allowing the pupils themselves to ask questions to further their learning. However, Paramore (2017) indicates that sometimes the use of questioning can become one-sided due to teachers relying on only closed questions that require one-word answers. This can have a negative impact on AFL resulting in the teacher not having a full understanding of the pupil's progress. Sullivan (2003) states that questioning can be a teacher's main way to find out what their pupils already know. It allows teachers to pinpoint what pupils find challenging, therefore enabling them to scaffold the progress of their understanding. This then enables the teacher to assist the pupils in overcoming what they find challenging in order to reach their learning aims. However, Taylor, Williams & Tuckett (2014) highlights how vital it is that a teacher considers which type of questions they use to ask in certain lessons. The right type of questions provides pupils with structure and

understanding on how they express their thoughts and ideas, enabling pupils to think critically about the content in that lesson and what is being asked of them. When Vygotsky observed pupils in the classroom, he concluded that when pupils were given a task to complete on their own it often resulted in them not doing very well on that task. However, if pupils worked together with a classmate or teaching staff they seemed to succeed on the task. It left Vygotsky to believe that when pupils engage with others, be it staff or peers, it allows them to improve their academic performance to make it more efficient. This can be linked to the use of questioning in the classroom as if a pupil answers a question asked by a teacher, even if they get it wrong it enables them to compare and discuss their answer with the teacher or their peers to gain more understanding, rather than writing down their answer on a work sheet and not getting instant feedback. This is why Vygotsky (1978) strongly believed that voicing and articulating ideas is fundamental to a child's learning and development. They can also improve pupils' critical thinking skills as with the use of the correct type of questioning it can promote the use of problem-solving skills. These factors allow the pupils to become more flexible learners as well as enabling the teacher to assess pupil's understanding and indicating whether it is time for the pupils to move on further with their learning. Doherty (2017) states pupils should be given an appropriate amount of wait time after a question is asked as this enables them to be more reflective with their answers. The correct use of timing is vital when it comes to questioning, Cohen, Manion & Morrison (2004) advise that when pupils are asked closed questions, they should be given between three to five seconds and when they are asked open questions, they should be given around fifteen seconds to answer the question. In order to meet both higher and lower attaining pupil's educational needs, Woolfolk (2008) advises that teachers should differentiate between the pupils using a variety of questions, they should ensure that the higher ability pupils receive fat complex questions to challenge them. He states that pupils with a lower ability should receive closed convergent and open divergent questions which encourages them to speak up in class and have their voices heard which will therefore have a positive impact on their confidence and self-esteem.

It is expected that all teachers in Wales are to be reflective practitioners, Donaldson (2015) believes that reflective practice involves first-class teachers with a thorough understanding of the 'what, why and how' of their teaching. He states that reflective practitioners have a positive impact on pupils' learning and wellbeing. Critically reflective practice is a procedure of investigation which involves teaching practitioners exploring, researching and understanding in what way they work. This is an important factor when it comes to professional development, however if the reflection of the practice does not enable practitioners to critique or challenge themselves and their professional standards it may result in them being unable to make positive changes to their practice (Brookefield, 1998;

Tripp, 2011). For the purpose of this assignment I used the Assisted Reflective Conclusions (ARC) Model (see appendix 1b) to reflect on my observation and to guide me to be fully reflective on the critical incident discussed. Even though this incident was very successful, one possible solution which may improve the situation would be to use questioning techniques that would involve more learners, such as 'think, pair and share' or 'basketball' questioning. "We should all aim to move towards all student response systems in lessons" (William, cited in Prior, 2012, para 6). This would have allowed Pupil A to discuss with her peers what the right answer may be as well as gaining more insight on the topic. Basketball questioning involves the teacher asking a pupil a question, when that pupil answers the teacher then moves on to another pupil to ask what they thought of the answer. Once that pupil has voiced their opinion the teacher then asks another pupil to explain in further detail, this can continue until the teacher thinks it is appropriate to stop (Doherty, 2017). This seems to be a beneficial technique in the classroom as it does not only concentrate on one pupil's answer due to the answers getting passed around the class, resulting in all of the pupils in the class' ideas and comments being listened to. Basketball questioning allows more pupils to be engaged and promotes pupils to share their ideas and connect their thinking (Prior, 2012). The think, pair, share strategy promotes pupil participation as they are enabled to share their intake on the question as well as listen to each other's views, therefore gaining more knowledge on the subject of the question asked. When the pupils are asked a question, firstly they need to think independently about what their answer may be. The pupils are then given a partner whom they discuss their thoughts and ideas with, this gives them the chance to take into account their partners answer and compare it with theirs. Finally, the pupils share their ideas with their class, sharing the information they have discussed as well as listening to other pupils' thoughts and ideas. Pressley (1992) cited in Amin & Raba (2017) states that the use of think, pair, share allows the pupils' learning to be improved as this strategy enables them to discuss their ideas together, giving them the opportunity to share their ideas resulting in them gaining more knowledge on the subject and finding out what they already know as well as what they need to know. This process of reflection has influenced me to gain more understanding on the importance of reflective practice in order to be continuously improving and developing my pedagogical skills as a teaching practitioner. The critical incident discussed has made me realise the importance of an inclusive classroom where a variety of questioning techniques are used to enable all pupils to have their ideas heard. The use of scaffolding and guided learning seems to be a beneficial approach and I understand the importance of understanding each pupils' ZPD in order to help them progress and thrive in the classroom. I recognise the importance of embedding the four purposes in the classroom enabling them to reach their full potential as well as promoting their well-being (Welsh Gov, 2018).

To conclude, I observed a Science lesson in a year three class, focussing on one incident which involved the teacher asking Pupil A a question which she did not understand, the teacher then used a variety of questions until Pupil A answered the question correctly. This incident allowed me to reflect on the teacher's use of questioning and scaffolding which was used to guide Pupil A. The incident can be linked to Vygotsky's ZPD which is a popular social constructivist theory that focuses on what pupils are able to do independently, with assistance and what they cannot do. By understanding each pupil's ZPD it allows the teacher to provide the appropriate support for the pupil's in order for them to be able to do it independently. Bruner expanded on ZPD and created the term scaffolding, where the teacher provides the pupil with support whilst doing their work, decreasing the support when the pupil gains more understanding and until finally the pupil requires no support. Although this seems to be a beneficial approach in the classroom, it is vital that teaching practitioners do not give too much support to the pupils as this could result in the pupils becoming passive learners. This incident can also be linked to Bruner's Scaffolding approach as it brought attention to what Pupil A could do independently and highlighted that when she was provided with some assistance and by the use of appropriate questioning, this guided her to answer the first question correctly. This enabled the teacher to understand if the pupil understood what was being discussed and whether she needed further support. The use of questioning can be linked to Bloom's Taxonomy as it encourages higher order thinking in pupils by building on pupils' lower thinking skills in order for them to remember what they have learned and be able to put it into a variety of contexts. The use of questioning in the classroom can be beneficial to pupils' learning as long as the appropriate questioning is used. If pupils are asked the wrong type of question, then this can result in the pupils not having their ideas fully heard which can have a negative impact on their motivation and self-esteem. The correct use of questioning and scaffolding can also be successful in assessing the pupils and working out their next steps for further progress. The incident discussed lead me to recommend the use of 'think, pair, share' and 'basketball' questions in the classroom which involves more pupils getting involved, working collaboratively and having their ideas and opinions heard. This assignment has enabled me to build my knowledge and has greatedened my awareness on the reasons why these approaches are successful in the classroom and how they enable pupils to become confident, ambitious, healthy and ethical learners in their learning environment and throughout their lives (Donaldson, 2015).

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# Appendix 1a



Prifysgol Cymru  
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: 26/09/2019

Lesson details: Topic: Celts and Romans

Science : Materials

Questions: Discuss with your partner....

Celts were famous for making what type of metal? Answer: Iron

What did Celts use to build their houses? Answer: Sticks,

mud

Why didn't the Celts use the iron as roofs? Answer: It was too

heavy

Resources: A song about different materials

A quiz at the end of the lesson

### Classroom culture

(Are the students focused on learning?)

Most pupils were fully focused when listening to their teacher and discussing the questions with their partners. Some pupils needed prompting and encouragement by the use of closed convergent questions. The teacher used a music video about a variety of materials which they enjoyed and sang along to the rhyming words. One pupil with ALN did tend to go off topic and was easily distracted but he was reminded about the traffic light system and the teacher had a discussion about the different materials with him using appropriate language to keep him on task.

### Objectives

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

Yes, the pupils understood that they were to discuss what materials the Celts used to build their houses and the reasons why. They also discussed why they would not use certain materials in their houses and understand why certain materials were unsuitable.

**Direction**

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

The students were confident and enthusiastic when discussing their answers with their partners. They were sharing their ideas with each other and feeding back what they have discussed to the teacher when she counted down to get their attention.

**Access and challenge**

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

Yes, the teacher used appropriate questions for the learners, and they all enjoyed talking about the materials the Celts used. The partner discussion activity was successful as the pupils were able to challenge each other and explain their answer to one another resulting in further understanding if some were unsure of the answer. When pupils answered the question, the teacher would ask the higher ability pupils fat complex questions to encourage them to go into more depth with their answer. Pupils with lower ability were confident to answer in which the teacher would encourage more depth by asking closed contingent questions when appropriate.



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**Assessment**

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

The teacher observed the learners during their discussions and joined in on some of the conversations they were having about different materials in order to establish if they understood what they were talking about.

At the end of the session a quiz was used on the whiteboard to monitor the pupils progress. The pupils accessed this quiz on their chrome book in pairs and seemed to particularly enjoy this task. If there was a question that a high number of pupils got incorrect, the teacher would ask questions to ensure they understood the correct answer.

**Specifics / Critical Incidents**

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

Teacher asks Pupil A a question, Pupil A does not know the answer, so the teacher asks her a variety of questions until Pupil A gives the correct answer.

The teacher counted down and then shouted a number out in welsh and held her hand up. All pupils stopped what they were doing and raised their hand up showing the number she had called out with their fingers.

## Appendix 1b

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

**Dyddiad/Date:** 26/09/2019

**Digwyddiad critigol (Efocws)/Critical incident (focus):** Teacher asks Pupil A a question, Pupil A does not understand the question, so the teacher asks her a variety questions until Pupil A gives the correct answer.

| Profiad/ Experience                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Teimladau/<br/><i>Feelings</i><br/>Beth yw eich teimladau ynghylch y profiad?</p> <p><i>"What are your feelings regarding the experience?"</i></p>                                                            | <p>I believe that the teacher managed this extremely well, it was a success due to the use of appropriate questioning. Pupil A answered the question correctly and a variety of questions were used to encourage her. This could also have a positive impact on other pupils in the class who may not have understood the question without the use of the questions the teacher asked Pupil A.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Cofio a Deall/<br/><i>Remember and Understand</i><br/>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</p> <p><i>"Can you list the aspects of the incident in the context of learning?"</i></p> | <p>The teacher had to stop and focus on this element of the lesson to give Pupil A a chance to answer the question. She changed her language style and simplified what she was saying to ensure Pupil A understood what was being asked of her. The teacher asked closed convergent questions to begin with, which required yes or no answers to enable pupil A to narrow down what the answer could be. She then went on to ask more complex questions when the pupil gained more confidence and seemed to be understanding what was being asked of her. Plenty of time was given to Pupil A to answer each question and the teacher's body language was relaxed and encouraging.</p> <p>The answer to the question was made more obvious due to the following questions being asked, for example "would a spoon be made out of paper?".</p> |

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| <p>Gwerthuso a dadansoddi/<br/><i>Evaluate and analyse</i></p> <p><i>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”</i></p> <p><i>“What could be kept the same to ensure effective teaching and learning in the future?”</i></p>                              | <p>The teacher had to confirm that all pupils understood the use of the materials discussed before moving onto the next subject. She used consistent communication and encouragement which involved breaking down what the possible answer could be: eliminating the incorrect potential answer and giving time for the learners to process what is being said to them.</p>                                                             |
| <p>Casgliadau a chamau gweithredu/<br/><i>Conclusions and actions</i></p> <p><i>“Beth yw eich atebion posibl i'r mater a nodwyd?”</i><br/><i>“Beth y gellid ei wneud nesaf?”</i></p> <p><i>“What are your possible solutions to the issue identified?”</i><br/><i>“What could be done next?”</i></p> | <p>The teacher could use a variety of questioning tools such as basket-ball and ping pong questions, snowballing and think, pair, share to enable Pupil A to enable her to discuss her ideas with peers which may result in more understanding on the subject. The use of resources and examples such as samples of different materials for children to feel and examine, images, videos and demonstrations may also be beneficial.</p> |
| <p>Y profiad newydd / <i>Transformed experience</i></p>                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## Appendix 2a

### OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

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| Date: 26/09/2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>Lesson details: Numeracy:<br/>Counting to ten as a class with the teacher's assistance<br/>Concentrating on the number 2.</p> <p>The use of "Digit Dog" and his bag of numbers: A stuffed toy which the children associated with maths.</p> <p>Aim: All pupils to understand all aspects of the number 2 using visual aids and a variety of resources as support.</p>                                                                                                                  |
| <p><b>Classroom culture</b><br/>(Are the students focused on learning?)</p> <p>Due to the pupils being in nursery and having only been attending school for three weeks, one of the main focuses of the lesson was to focus on the pupils' concentration skills. The lesson was kept short to enable the pupils to concentrate and the teacher was animated and engaging when communicating with the pupils, giving them plenty of positive praise to encourage them.</p>                 |
| <p><b>Objectives</b><br/>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)</p> <p>Once the pupils saw Digit Dog it was clear they understood they were going to do some counting. The teacher used different resources which were linked to the number two, so the pupils could understand how many objects made the number two.</p>                                                                                                           |
| <p><b>Direction</b><br/>(Are the students clear about what they are doing and how to do it well?)</p> <p>The teacher recognised different resources the teacher used in which they associated with numbers. The teacher used Numicon (including the colours associated with the Numicon numbers), building blocks, pictures and fingers. These prompts helped the children recognise the numbers.</p>                                                                                     |
| <p><b>Access and challenge</b><br/>(Are all students able to engage in the lesson? Are all students challenged?)</p> <p>Yes , the use of visual prompts and repetition kept the pupils engaged. The lesson was also short (around 10-15) to ensure they were able to concentrate. The higher ability pupils were asked to answer some questions about the numbers independently whilst the lower ability and the younger pupils were encouraged to count along with the other pupils.</p> |

**Assessment**

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

Observing the pupils counting as a class and asking the higher ability pupils more questions. The teacher also used her LSA's to observe and encourage pupil's concentration.

**Specifics / Critical Incidents**

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

- Pupils are allowed to shout out their answers without putting their hands up when the teacher asks them a question. If they become too loud then the teacher shakes a tambourine to gain their attention.
- The teacher reminds the pupils of the golden rules: "eyes looking, ears listening, and lips closed".
- When the teacher was talking a pupil started shouting out, the teacher ignored this behaviour until she stopped. Once the pupil had stopped shouting out and the teacher had finished what she was telling the other children, the teacher asked the pupil what she wanted to say.

## Appendix 2b

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

**Dyddiad/Date:** 26/09/2019

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** The teacher asks the class a question: “how many building blocks do I have?” and the class shout out their answers without putting their hands up.

| Profiad/ Experience                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>Teimladau/<br/><i>Feelings</i><br/>Beth yw eich teimladau ynghylch y profiad?<br/><br/>“What are your feelings regarding the experience?”</p>                                                                                                         | <p>It was a positive experience as all pupils were trying to answer the question and they were all encouraged to have a go at answering. Due to their age they did tend to get a bit over excited, however they seemed engaged and happy in their learning environment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Cofio a Deall/<br/><i>Remember and Understand</i><br/>“Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?”<br/><br/>“Can you list the aspects of the incident in the context of learning?”</p>                                              | <p>This incident seemed to promote student autonomy as the pupils were able to shout out their answers when asked as a class, this seems to boost their confidence and does not single out pupils who may not feel as confident or ready to answer questions independently. The teacher used closed convergent questions which required a single answer and skinny simple questions would be used for the more able pupils. Age appropriate language was used at all times to ensure pupils understood what was being said to them. The teacher was animated but calm when delivering the lesson. The teacher sat on a low chair in front of the pupils who were sitting on the carpet.</p> |
| <p>Gwerthuso a dadansoddi/<br/><i>Evaluate and analyse</i><br/>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”<br/><br/>“What could be kept the same to ensure effective teaching and learning in the future?”</p> | <p>All pupils were given the chance to answer the question together. Nobody was told off for shouting out and they were allowed to be quite voluble when answering questions which did not seem to jeopardise their concentration as most pupils were then waiting to see if the answer was correct.<br/>The teacher sitting in front of the class, ensuring all pupils were in her view and that they could see her.</p>                                                                                                                                                                                                                                                                   |

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| <p>Casgliadau a chymau<br/>gweithredu/<br/><i>Conclusions and actions</i><br/> <i>“Beth yw eich atebion posibl i'r<br/>mater a nodwyd?”</i><br/> <i>“Beth y gellid ei wneud nesaf?”</i></p> <p><i>“What are your possible solutions<br/>to the issue identified?”</i><br/> <i>“What could be done next?”</i></p> | <p>The teacher could use a count down so the pupils understand when they need to stop shouting out as some pupils did tend to carry on talking when the teacher wanted to move on.</p> |
| <p>Y profiad newydd / <i>Transformed experience</i></p>                                                                                                                                                                                                                                                          |                                                                                                                                                                                        |

## Appendix 2a

### OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

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| Date: 26/09/2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>Lesson details:</p> <p>Class topic: What can I do?</p> <p>Children are all told to draw what they can do. They are split into different groups and each group is supported by the teacher or the LSA's. They are given a large piece of paper which is put on the floor and they all sit down and draw what they can do on the paper. Some pupils are just expected to do mark making with the felt tips and others are able to draw pictures related to them. Staff sit with the children and talk to the pupils about their drawings/mark making, asking them a variety of questions. Staff also observe the pupils' fine motor skills which involves, encouraging them to hold the felt tip pens properly and observing the different shapes they make when mark making.</p> |
| <p><b>Classroom culture</b><br/>(Are the students focused on learning?)</p> <p>Yes the children enjoy talking about what they can do and the staff use a variety of questions to discuss the topic in more depth.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Objectives</b><br/>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)</p> <p>The teacher uses a puppet called "Lamby" to show the pupils what they are expected to do (WAGOLL). The teacher explains that Lamby can ride a bike and shows the children a drawing of a bike and that Lamby can also play with a ball in which she points to a drawing of a ball. She then asks certain children what they can do and discusses with them their answers before starting the task.</p>                                                                                                                                                                                                                                                |
| <p><b>Direction</b><br/>(Are the students clear about what they are doing and how to do it well?)</p> <p>Yes, due to the teacher discussing what Lamby can do and asking the children open questions about what they are able to do.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Access and challenge</b><br/>(Are all students able to engage in the lesson? Are all students challenged?)</p> <p>Some children just took part in mark making on the piece of paper in which the staff took more time talking to them about what they can do, enabling them to communicate their answers verbally rather than drawing it. The pupils who were able</p>                                                                                                                                                                                                                                                                                                                                                                                                       |

to draw what they can do were asked questions about their drawing to challenge them to discuss it in a bit more depth.

### **Assessment**

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

Questions are asked at the beginning of the lesson to show the pupils understand what is being asked of them. The teacher informed me that she does this activity once a week, asking pupils different questions and then telling them to draw their answers to monitor the pupils progress on their mark making and drawing skills. She keeps each piece of paper to monitor their progress each week. The teacher also pointed out that you can monitor mark making progress as children start scribbling side by side and then progress on to scribbling in circles. Fine motor skills are also observed during the session.

### **Specifics / Critical Incidents**

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

Staff sat on the floor with the children at their level to communicate with and observe them.

One little boy did not take part when it came to the part of the session when he had to draw what he can do on the paper. He started rolling around on the floor and crawling away. At first the behaviour was ignored and the teacher was very animated with the rest of the children, praising them for their drawing and mark making. The teacher then subtly crawled over to the boy and asked him what he liked doing. She then handed him a pen and sat with him to encourage him to take part.

A little girl does some mark making on the paper, the LSA gives her a gold star to put on her reward chart.

Shaking a tambourine to gain the pupil's attention when lesson is coming to an end.

Pupils given a five-minute warning that the session is coming to an end.

## Appendix 3b

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

**Dyddiad/Date:** 26/09/2019

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** A little girl (Pupil B) does some mark making on the paper, the LSA gives her a gold star to put on her reward chart.

| Profiad/ Experience                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>Teimladau/ Feelings</b><br/>Beth yw eich teimladau ynghylch y profiad?</p> <p><i>"What are your feelings regarding the experience?"</i></p>                                                                                                                | <p>I enjoyed observing this lesson and it was lovely to see the look on the little girls face when she was given a gold star. I believed this encouraged Pupil B to continue to try her best when mark making. Although some of her class mates were drawing simple pictures such as stick men, Pupil A did not seem phased that she was unable to draw pictures yet and she was proud of her mark making due to the gold star she received.</p>                                                                                                                                                        |
| <p><b>Cofio a Deall/ Remember and Understand</b><br/><i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i></p> <p><i>"Can you list the aspects of the incident in the context of learning?"</i></p>                                              | <p>The teacher was not only concentrating on the drawings the children were doing in particular, she was observing their mark making and fine motor skills. The teacher seemed to recognise that Pupil C had made progress since their last session in holding her felt tip pen and making marks on the paper. Due to Pupil A's mark making not being a clear representation of the topic "what can I do?" the LSA then spoke to Pupil C to ask what she liked doing and Pupil C replied playing with her sister. The LSA then wrote that down next to Pupil C's mark making on the piece of paper.</p> |
| <p><b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br/><i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i></p> <p><i>"What could be kept the same to ensure effective teaching and learning in the future?"</i></p> | <p>The continuous observation of the pupil's fine motor skills and concentration. The consistent use of incentives and rewards seems to be beneficial to the pupils to encourage them to remain focused and to understand they have made progress.</p>                                                                                                                                                                                                                                                                                                                                                  |

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| <p>Casgliadau a chymau<br/>gweithredu/<br/><i>Conclusions and actions</i><br/> <i>“Beth yw eich atebion posibl i’r<br/>mater a nodwyd?”</i><br/> <i>“Beth y gellid ei wneud nesaf?”</i></p> <p><i>“What are your possible solutions<br/>to the issue identified?”</i><br/> <i>“What could be done next?”</i></p> | <p>It may be beneficial in the next session for the teacher or support staff to have images of what Pupil A likes to do and encourage her to take her mark making to the next level, for example showing her simple pictures for her to try and copy.</p> |
| <p>Y profiad newydd / <i>Transformed experience</i></p>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                           |

## Appendix 4a

### OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

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| Date: 26/09/2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Lesson details:</p> <p>Pupils were asked to write in their literacy books what materials are suitable for certain uses, for example, _____ is a good material to make a chair because it is _____ and _____ is a bad material to make a chair because it is _____.<br/>The teacher discussed different meanings of words such as glass being transparent and wood being opaque.</p>                                                                                                                                                                                                                 |
| <p><b>Classroom culture</b><br/>(Are the students focused on learning?)</p> <p>Yes, this lesson followed the lesson on the class discussion on what materials the Celts used. The teacher was writing different words on the board which the children may be unclear of and was discussing their meaning with them.</p>                                                                                                                                                                                                                                                                                |
| <p><b>Objectives</b><br/>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Direction</b><br/>(Are the students clear about what they are doing and how to do it well?)</p> <p>Yes, following the class discussion on materials they understood they had to think about what materials would be suitable for different uses.</p>                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Access and challenge</b><br/>(Are all students able to engage in the lesson? Are all students challenged?)</p> <p>All children sat at their tables which were grouped from higher ability to lower ability. The higher ability pupils were instructed to write more sentences and elaborate on them to explain their understanding whereas the lower ability did not have to write as many sentences. The teacher wrote the sentence on a white board for the lower ability and wrote the different materials and why they would be useful on the side of the board to ensure understanding.</p> |

**Assessment**

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

In the beginning of the lesson

The pupils were writing their sentences independently at the tables and half-way through the lesson the teacher began calling pupils over for her to mark their work and to ensure they were on the right track.

**Specifics / Critical Incidents**

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

Pupil B was talking loudly and was being disruptive, the teacher gave him a green warning (using the traffic light system).

The teacher wrote an example on the board which was: Wood is a good material for windows because it is transparent. The pupils looked puzzled and the teacher asked them if this was right, when they said no she asked them “why?”.

## Appendix 4b

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

**Dyddiad/Date:** 26/09/2019

**Digwyddiad critigol (Ffocws)/Critical incident (focus):** Pupil C is being disruptive when he is meant to be doing his writing. The teacher gives him a green warning for talking. He continues to talk to his friend and the teacher tells him he is on his yellow warning. The pupil goes back to doing his work.

| Profiad/ Experience                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Teimladau/ Feelings</b><br/>Beth yw eich teimladau ynghylch y profiad?</p> <p><i>"What are your feelings regarding the experience?"</i></p>                                                                   | <p>I felt that the teacher was right to give the pupil these warnings as he was being disruptive and distracting other pupils around him. I believe the use of the traffic light system was successful in managing Pupil C's behaviour. Pupil C's behaviour was dealt with in a fair manner and the teacher was clear to him about his warnings, giving him time after his first warning to stop displaying the unwanted behaviour and to understand what was being asked of him.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Cofio a Deall/ Remember and Understand</b><br/><i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i></p> <p><i>"Can you list the aspects of the incident in the context of learning?"</i></p> | <p>This lesson was in the afternoon when the pupils have come in from their lunch break which could mean that they are still quite excitable from playing in the yard. Pupil C's behaviour commenced when the discussion on the carpet finished and it was time for the pupils to sit at the table to do their writing. Pupil C was disturbing his fellow pupils and was diverting the teacher's attention from helping other pupils due to her observing his behaviour. The table Pupil C was sitting on was quite a busy table and other pupils were beginning to talk back to him, some telling him to be quiet and others also chatting away with him and not concentrating on their work. The noise level on that table was quite loud compared to the other two tables. Once Pupil C was given a yellow warning it was obvious that he did not want to receive a red warning, which would mean he would have a cross on his reward chart. This also resulted in the other pupils on his table not talking to their friends and concentrating on their work as they did not want to receive a warning themselves.</p> |

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| <p>Gwerthuso a dadansoddi/<br/><i>Evaluate and analyse</i></p> <p><i>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”</i></p> <p><i>“What could be kept the same to ensure effective teaching and learning in the future?”</i></p>                              | <p>The use of the traffic light system on Pupil C not only stopped Pupil C from displaying challenging behaviour, it also made other pupils aware of their own behaviour as they witnessed that if you did not listen to the teacher then there would be consequences. When the teacher gave Pupil C his first warning, she did not raise her voice and just informed him that he was on ‘green’, however when this warning was ignored the teacher did become a bit more assertive to ensure he understood what was being asked of him. It is obvious that the traffic light system is used consistently in class as all children seemed to understand the extent of each warning. An example of this is that Pupil C did not take his green warning seriously, however when he received his yellow warning, he realised he was close to getting a cross on the reward chart.</p>                                                                                                                                                                                                                                                                                                                                                          |
| <p>Casgliadau a chamau gweithredu/<br/><i>Conclusions and actions</i></p> <p><i>“Beth yw eich atebion posibl i'r mater a nodwyd?”</i><br/><i>“Beth y gellid ei wneud nesaf?”</i></p> <p><i>“What are your possible solutions to the issue identified?”</i><br/><i>“What could be done next?”</i></p> | <p>It may be beneficial for the teacher to recap over the class rules at the beginning of the lesson to ensure all pupils remember the behaviour that is expected of them in class. If Pupil C were to display this behaviour again it may be appropriate to rethink the seating plans, for example sitting him closer to the teacher to ensure he remains on task throughout the session. The teacher could also use different coloured cards for each warning which could be shown to the pupil to prevent the attention being brought to the behaviour by others and to not make Pupil C feel singled out.</p> <p>At this stage, the practitioner draws all the ideas together. They should now understand what they need to improve on and have some ideas on how to do this based on their wider research. During this final stage, the practitioner sums up all previous elements of this cycle. They create a step-by-step plan for the new learning experience. The practitioner identifies what they will keep, what they will develop and what they will do differently. The action plan might also outline the next steps needed to overcome any barriers, for example enrolling on a course or observing another colleague.</p> |
| <p><b>Y profiad newydd / <i>Transformed experience</i></b></p>                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |