

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.

Chapter 1: Introduction

The primary aim of this assignment is to critically evaluate and assess a critical incident which has been identified through classroom observation in a Primary School. This specific critical incident will be linked to the Four Purposes of Welsh education identified by Professor Graham Donaldson. The logical 'next steps' from this critical incident will also be discussed. Tripp (1993) states that critical incidents are generated by the way in which we view and judge a situation. 'A critical incident is an interpretation of the significance of an event.' (Tripp, 1993, p:8). Tripp's definition suggests that any incident, even something relatively insignificant, can be defined as a critical incident, and can therefore be assessed critically. Cite et al (2017) add substance to this definition by describing critical incidents as specific incidents which gain importance based on how the teacher interprets and reflects upon them. Reflection upon critical incidents is a crucial aspect of teaching according to Banli, Kaya and Guleryuz Adamhasan (2015). It is reflection which allows teachers to develop new understandings of particular behaviours displayed by children. When first observed, specific behaviours displayed may appear very normal. It is only when these behaviours are reflected upon that they gain significance and become indicative of a critical incident. Reflective practice is a key feature of quality teaching state Maksimović and Osmanović (2018). By becoming a reflective practitioner, you are essentially opening yourself up to the concept that teaching is a constant learning journey and there are always strategies which can be implemented to improve your teaching. By reflecting upon critical incidents, we can alter our teaching to ensure that certain negative elements of learning no longer appear in the classroom environment.

Chapter 2: Observation

Throughout this assignment the British Educational Research (2018) guidelines will be followed. The BERA guidelines state that the school and pupils referred to within observations must be given full anonymity and confidentiality. For this reason, the school mentioned within this assignment will be referred to as School X. Any pupils mentioned will also be named accordingly. Pinsonneault and Heppel (1997) report that anonymity is crucial within primary research including observations. This is due to the fact that no individuals or organisations, in this case schools, can be identified upon the publishing of the research.

School X is an English medium school in Wales state My Local School authors (2018). Four hundred and eleven students attended this school in the year 2018. School X has a pupil to teacher ratio of 22.9/1. Having assessed similar schools in the local area, this figure appears relatively average. Welsh Government authors (2018) report that in 2016/17 the average student to teacher ratio was 21.8/1. This figure proposes that School X student to teacher ratios are well in line with the national average. It is also reported that 24.5% of children attending School X receive free school meals. This figure appears slightly lower than other schools in the local area. With regards to Additional Learning Needs provision, School X figures are presented by My Local School authors (2018). It is reported that 12.2% of pupils required school action. In addition to this 4.1% of children required School Action plus and 3.1% of children were statemented.

The class which will be referred to throughout this assignment regarding the observed critical incident was a reception and year one mixed class. Upon observation there were twenty-six children present. Two children in the class were identified as possibly showing signs of ALN. However, nothing had been diagnosed. One child was believed to be on the autistic spectrum and another child showed strange behavioural patterns and high separation anxiety. It is

essential to note that these children were not involved in the critical incident discussed within this assignment.

Chapter 3: Methodology

Observation is a very appropriate method of assessment within the classroom according to Holder and Winter (2017). However, the choice of observational methodology is crucial within these studies. There are many different methods of classroom observation which could have been implemented within this research. Methods available include checklists, note taking, graphs, charts and sociograms reports Zaare (2013). For the purpose of this assignment, the note taking/ narrative description of events with the observer as a non-participant was implemented. Questions adapted from Fletcher Wood (2016) were used when observing. See *appendix 1,2,3,4*. The use of critical incident analysis comes from Tripp (1993) who assesses the what and why of critical incidents. This refers to looking into what happened and why it happened. This shares links with the theme of reflective practice.

A non-participant observation refers to observational research undertaken in which the observer does not interact with the sample of participants report Caldwell and Atwal (2013). In this particular case, the activities within the classroom were observed without any interaction with the pupils. Positive aspects of this research method include the fact that it enables the observer to focus on a specific observational topic or purpose. However, the presence of a researcher within the classroom can result in what is known as the Hawthorne Effect. The Hawthorne Effect refers to the way in which the mere fact of an observer being present affects the behaviour of people being observed states Sedgwick (2012). This suggests that any behaviour observed within the class may not have been entirely 'normal' and that it may have occurred precisely because of the presence of an observer.

The narrative description observation method has both positive and negative aspects associated with it. A key positive aspect of the note-taking method according to Zaare (2013) is the ease of recording. This is possibly one of the simplest of all the observational methods. It also provides the opportunity to note down a very large amount of information during one lesson. However, Gimenez and Pinel (2013) note that there are specific problems associated with note-taking as an observational method. A key issue is the fact that when notes are re-read post observation, they can often be difficult to understand. If a large number of notes have been made in a short space of time e.g. within one lesson, they could potentially be illegible or lacking in coherence.

As well as recording the fact that this research was done using the non-participant observer, note taking/ narrative description observational methodology, it should also be noted that this critical incident observation used a case study design. A case study is a detailed study of an individual or group of people over a given period of time. The case study referred to within this text was one school lesson (one hour). Case studies can involve a range of research methods note Greig, Taylor and Mackay (2007). These include questionnaires, observations and interviews. A significant benefit of the use of case studies within research is that they offer a very simple but effective method of collecting and analysing data report Greig, Taylor and Mackay (2007). Additional benefits of using case studies include, according to Popil (2011), real world applications. Such studies involve children in a natural environment. Case studies are also an effective way of identifying and evaluating areas for improvement. This then allows us to re-think teaching approaches in order to improve our pedagogy and teaching.

Although case studies appear a very effective way of gathering data, there are limitations according to Crasnow (2017). Case studies are unable to be generalised to wider populations. This is because they only apply to a specific person or group of people. In this case, data

noted regarding the critical incident only applies to this specific reception/year one mixed class. Case studies can also have a narrow focus states Popil (2011). It is possible that an observer will know what he or she wants to see and will therefore observe with a narrow focus and miss other critical information.

Chapter 4: Links to Donaldson's Four Purposes

Professor Graham Donaldson published 'Successful Futures' in 2015. This document proposes radical changes to Welsh education. These changes include the four new purposes of Welsh Education. The four purposes of Welsh education are to create ambitious and capable learners, enterprising and creative contributors, ethical and informed citizens and healthy, confident individuals (Donaldson, 2015). In this chapter I will discuss in depth the critical incident that I have chosen to evaluate and will try to relate it to Graham Donaldson's four purposes of education.

As previously mentioned, this specific critical incident was observed in a reception/ year one class in which two children were believed to have ALN, but neither had been diagnosed. It is crucial to note that neither of these children was involved in this critical incident. *See appendix 1 & 5 for critical incident observation and reflection.* This critical incident occurred when children were sat on the floor during carpet time. The teacher was posing questions to the class and using the hands up approach for answering these. The majority of the class was abiding by these rules and were raising their hands until chosen by the teacher to answer the question. Certain children appeared unsure about the answer to the specific question and therefore were not raising their hands. The critical incident arose when a small group of around five children, dispersed across the classroom, began to raise their hands to answer questions. However, rather than waiting to be chosen to answer these questions they were choosing to shout the answer out before the teacher had picked them. In raising their hands, these children were abiding by the classroom rules. However, the act of shouting out the answer counteracted the classroom rules. The teacher did react to this using verbal and non-verbal negative reinforcement. However, this was broadly ignored by the students. The teacher also ignored certain children shouting out.

The first of Donaldson's four purposes of education refers to learners being ambitious and capable for lifelong learning. There are certainly links which can be made between the observed critical incident and this educational purpose. It must be considered that the children's reasoning for shouting out may have been to display their capability to the teaching staff. The majority of answers shouted out by pupils were correct which would suggest that they are capable learners. Their reason for shouting out may have been the fear that they would not be picked to answer the question by the teacher and would therefore not get the opportunity to display their capability.

The second purpose of education according to Donaldson (2015) is that students should be able to contribute creatively and to be enterprising. It is worth noting that the children involved within this critical incident were demonstrating an enterprising approach in attempting to get their voices heard. This could be considered as a good foundation on the students' journey to becoming creative contributors.

Donaldson's third purpose refers to children becoming ethical citizens. This critical incident provides an excellent opportunity for the re-iteration of classroom rules and for the teacher to explain the importance of turn-taking and respect for rules. In this sense, the incident becomes a citizenship learning experience.

The fourth and final purpose of education according to Donaldson (2015) refers to children becoming confident individuals. Although shouting out within the classroom is against

established classroom rules, it could also be interpreted as a display of confidence. If children are willing to shout out in front of their peers and teaching staff this may suggest they feel both comfortable and confident. Again, this confidence provides an excellent foundation for future learning. The only issue is that these confident children need to understand the importance of abiding by the classroom rules.

Chapter 5: Literature Review

1) Operant conditioning

This section of this assignment will critically evaluate the previously mentioned critical incident. The critical incident will be evaluated by considering two key themes and theories. The first of these theories is 'operant conditioning'. Operant conditioning is one element of Skinner's behaviourism model state Staddon and Cerutti (2003). Illeris (2007) describes operant conditioning as a learner or subject being 'conditioned' by a reward. Essentially, behavioural patterns can be altered through the use of reinforcement. Reinforcement can be either positive or negative. Illeris notes that Skinner's theory of operant conditioning continues to be relevant to modern day education and therefore has strong validity with regards to adapting modern day teaching.

Skinner's theory of operant conditioning has strong behavioural links to the critical incident discussed within this assignment. As previously stated, the teacher utilised both verbal and non-verbal negative reinforcement for the disruptive behaviour displayed by the students. Although this is an example of operant conditioning as negative reinforcement is being used there are certain issues regarding this. Pritchard (2005) reports that any reinforcement of behaviour must be of significance to the child. This suggests that the negative reinforcement provided by the teacher was not significant enough to deter the child from reoffending and further suggests that any negative consequences should be logical. This links into the Logical Behaviour model which will be discussed. Borich and Tombari (1995) state that completely ignoring a perceived undesirable behaviour is, in itself, a form of negative reinforcement. As previously discussed, the teacher did employ this as a tactic during the critical incident, but it did not appear effective. This may be due to the age of the children and the way in which they react to specific reinforcers. This point is reinforced by Barnwell and Sechrest (1965) who report children in early primary school respond in a more positive way to verbal feedback than non-verbal feedback.

There has been a great deal of research regarding the results of operant conditioning. Iversen (1992) reports that one single reinforcement can be enough to shape an individual's behaviour. A study was undertaken by Skinner in 1932 which aimed to condition rats using food. The study found that rats no longer showed undesirable characteristics after just one negative reinforcement. Although this study is an in depth look into behaviour modification, it must be borne in mind that it was undertaken on animals and therefore we must question whether the results can be generalised to humans. Child (2007) notes that the idea of one single reinforcement altering behaviour does not appear to apply to humans. He reports that children require repeated reinforcement of positive or negative behaviour patterns in order to alter their responses. This information would suggest that for this to be a successful approach within the classroom the teacher would be required to continuously reinforce positive and negative behaviour displayed by the children.

As previously discussed, negative reinforcement is a crucial element of operant conditioning in terms of eliminating unwanted behaviour. However, positive reinforcement of actions is also an important part of the behaviourist approach. Positive reinforcement is essentially the rewarding of good behaviour state Shields and Gredler (2003). They describe a positive reinforcer as a stimulus produced by a positive action which will strengthen that action. This suggests that positive reinforcers are essentially rewards for performances of good behaviour

which aim for the repeating of that behaviour. It is important to note that when this critical incident was taking place the teacher did not positively reinforce the good behaviour modelled by certain students. Bernier, Simpson and Rose (2012) draw attention to the importance of incorporating positive reinforcement within the classroom. They summarise numerous psychological studies, stating that children's social responses, study rate and general behaviour were significantly improved through the use of positive reinforcement. Bernier, Simpson and Rose also report that if negative behaviour is ignored and good behaviour is positively reinforced other students will begin to imitate the good behaviour in search of positive reinforcement. This information suggests the importance of incorporating positive reinforcement for good behaviour. Had the teacher incorporated this when the critical incident was occurring, their expectations for answering questions could perhaps have been conveyed effectively.

The information discussed suggests that operant conditioning can have a real impact in a classroom environment and can be used to explain various behavioural patterns. Although this may be the case in certain scenarios there are specific downfalls to this theory. Pound (2005) states that operant conditioning is a very basic explanation of human behaviour. It simply expects that all humans are motivated and will learn through response to stimuli. Human behaviour is very complex, and each individual child is different and will react to different stimuli in different ways. This information suggests therefore that, while operant conditioning can be used as an explanation for children's behavioural patterns, it is a very basic explanation and other theories must be considered for a deeper behavioural understanding.

2) Assessment for Learning

The second topic discussed and linked to the observed critical incident is that of 'Assessment for Learning'. Specifically, a focus on questioning techniques used within the classroom will be discussed in depth. Gipps and Stobart (1998) report the importance of assessment as a tool for assessing children's understanding, ability and attainment within education. However, assessment is a tool which must be used in the correct way to benefit the student. Assessment for Learning refers to the use of formative assessment throughout a child's education state Trauth-nare and Buck (2011). Essentially, AFL poses the questions: where a student is currently, where they need to be and how to get them there. Clinchot et al (2017) elaborate on this by stating that formative assessment allows teachers to easily identify specific students' strengths and weaknesses. Students' learning can then be tailored in order to focus on these.

Assessment for Learning is a broad topic which incorporates many methods of implementation. There are however four main themes associated with assessment for learning. These are proposed by Black, Harrison, Lee, Marshall and William (1998) in the book 'Working Inside the Black Box.' The first area of AFL is questioning. This refers to the use of different methods of questioning e.g. hands up or direct questioning and the wait time given to learners to answer questions. The second theme addressed is feedback through marking. This refers to the use of feedback as opposed to simply assigning a piece of work a grade. It must be considered however, that if a piece of work is assigned feedback and a grade, the feedback may be ignored. Thirdly is the theme of peer and self-assessment. This refers to giving learners the responsibility and ability to assess their peers and their own work. The fourth and final theme is that of sharing criteria. This refers to equipping learners with the criteria needed to create a really good piece of work.

The observed critical incident involved a questioning scenario. Questioning is a crucial aspect of Assessment for Learning. Warwick (2016) states that questioning is a great way of

assessing student's knowledge of a specific topic. As well as assessing students understanding, questioning also allows for the assessment of students misunderstanding. This misunderstanding can then be corrected. This indicates that questioning is a useful and appropriate method of assessment for learning within the classroom. Larson and Lovelace (2013) add to this by describing questions as a powerful tool to assess learning and understanding. Overall, this information suggests that questioning is a very beneficial strategy to ensure understanding and is one which can be implemented in any classroom.

A key theme within questioning which has gained a lot of attention recently is 'wait time'. Gilliam et al (2018) describe wait time as simply the length of time given to answer a question when the question has been posed by the teacher. Ingram and Elliot (2016) report that the current average wait time within the classroom is around 0.9 seconds and that this is too short a time to expect an answer from a child. They argue that the extension of wait times could have a dramatic effect on the learning of a child. An effective wait time within the classroom might be anywhere between three to five seconds. (Gilliam et al, 2018) (Lumpkin, 2019). This research indicates the importance of questioning wait time and how important it is that, as teachers, we allow students enough time to process the question posed to them and that we do not expect an instant response. When the critical incident occurred, the teacher was allowing wait time between the question being posed and answered. This demonstrates implementation of question wait time.

The observed critical incident involved the 'hands up' approach to questioning. This approach ensured students had the opportunity to contribute their opinions and thoughts regarding a specific question. However, there is an alternative view on the effectiveness of the hands up approach. Jenkins (2019) reports that children who raise their hands instantly may not actually know the answer to the posed question and instead may be seeking attention. This is especially prevalent in younger children. Jenkins goes on to state that children who raise their hands to answer are also very unlikely to listen to their peers' answers. This information calls into question the effectiveness of the hands up approach to questioning especially within earlier years in education and suggests that a different approach to questioning may have provided more favourable results for the reception/ year one class involved in the critical incident. Swaffield (2008) also advises moving away from the hands up approach to questioning as other methods of questioning such as direct questioning and snowballing answers allow all students to contribute ideas.

Chapter 6: Reflection, Evaluation and Next Steps

This chapter aims to assess the importance of reflective practice within education and to identify the next steps which could be taken in relation to the observed critical incident. Reflective practice is crucial within education. This is because it allows practitioners to think about why something has happened and to identify possible next steps to stop specific events taking place again states Mathieson (2016). Belvis et al (2013) elaborate on this, reporting that by becoming reflective practitioners, we can constantly improve our practice. For the purposes of reflection within this specific assignment the Assisted Reflective Conclusions model (ARC) was used to reflect upon observed critical incidents. *See appendix 5,6,7,8*. Other models include Rolfe's reflective cycle. This is a very simple method of identifying potential next steps following a critical incident. *see appendix 9*.

The first potential next step to be taken from this critical incident is the use of alternative questioning methods within the classroom. As previously stated, the hands up questioning approach was used within the lesson. This involved the children actively raising their hands to answer the posed question. There are other questioning techniques which could be used which could lead to a more positive response from the learners. Wragg and Brown (2002) propose the idea of direct questioning as an effective strategy. This would involve children

being picked upon without raising their hands. Wragg and Brown report that this method allows questions to be distributed evenly throughout the classroom as it will often be the same children who raise their hands to answer open questions. The teacher will also have much more control over answers as non-directed questions can potentially lead to a lack of control. The use of lolly-pop sticks is one option to aid questioning within the classroom reports William (2009). Students names can be placed on lolly pop sticks and picked out at random to answer questions. This method allows completely random selection of students and students are much more likely not to shout out or interrupt when this method is being utilized states William.

Another potential next step to this critical incident refers to the consequences aspect of behaviour management associated with the negatively displayed behaviour and links to operant conditioning. It is a possibility that negative consequences could be implemented for undesirable behaviour. As previously stated, the teacher used negative consequences, but these may not have had a huge impact on the children. The Logical Consequences Model was developed by Dreikurs in 1968 states Malmgren et al (2005). This model proposes that consequences should be logical and show a connection to the original incident. Mageau et al (2018) note that logical consequences are a much more effective method of behaviour management in comparison to mild punishment which has no relation to the original misbehaviour. This could be incorporated into teaching practice by associating undesired behaviour with logical consequences. An example of a logical consequence regarding the critical incident could be verbal reprimand. If this did not work and the child continued to shout out consequences such as denying the opportunity to partake in a group activity could be implemented. As well as being a consequence, this will act as a deterrent for further negative behaviour. Reuland and Amori (2014) support this concept by stating consequences should not be a first resort. However, they can be crucial with regards to behaviour management.

The third and final next step to be taken from this critical incident is a constant refresher of classroom rules, etiquette and expectations. A potential reason for occurrence of the critical incident could have been a momentary lapse of memory of the children. It is possible that, to eradicate this behaviour, the children need to be refreshed on classroom expectations. It is worth noting that no rules were displayed or refreshed during this particular lesson. Haden et al (2011) state that young children do have the mental capacity to remember a limited amount of information, but it must be considered that, when in school, children are constantly learning and remembering new information. It is quite possible that the previously established classroom rules had simply been forgotten due to the vast amount of information children are required to process when in the classroom. A possible resolution to this problem is a display of classroom rules which can be referred back to throughout the lesson. For very young children the display could simply consist of images which portray the classroom rules. A refresher of class expectations could also take place at the start of the lesson. By implementing this into the classroom rules a visual representation of class rules can be referred to at any point during the lesson. This should cement class rules and expectations in the children's minds.

Chapter 7: Conclusion

In conclusion, the Fletcher Wood (2016) adapted questions and Assisted Reflective Conclusions model have worked extremely effectively in observing, identifying and reflecting upon an observed critical incident. By reflecting upon critical incidents as a method of reflective practice the new professional standards for teaching can be met. The new professional standards are pedagogy, collaboration, leadership, innovation and professional learning (Welsh Government authors, 2018). The new professional standards include effective pedagogy being achieved through refining and adapting learning progressively. This can be achieved through reflective practice and the constant adaptation of pedagogy. The Professional Learning aspect of the professional standards also incorporates the use of reflective practice. The influence reflection has upon progressive learning is stressed. This

document promotes reflection as a crucial skill for the modern-day educational practitioner. From a personal perspective, this process of reflecting upon critical incidents has given me an insight into how, through reflection, pedagogy can be modified to improve learning for students. The use of psychological theory such as operant conditioning offers an insight into the way the human mind works and why specific behavioural patterns occur. The assessment for learning approach offers a range of effective tools for maximising learning. Both of these offer strategies and skills to improve my practice as a teacher.

Word Count: 3378

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Appendices

Appendix 1:



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19, 9am-10am
Lesson details: Reception/ Year 1 This lesson focuses on children's basic welsh. The focus is expressing and writing how you are feeling. Children express this on a work sheet by drawing the expression and writing the feeling in Welsh. - One child ALN undiagnosed - Autistic spectrum. - One child with serious behaviour concerns - nothing diagnosed. 26 children.
Classroom culture (Are the students focused on learning?) - Start of lesson - all students sat on carpet engaging with teacher - element of respect for teacher - Routine - No visible set routine/rules for the classroom. All children sit on the carpet when the register is being taken. - Children raise their hands to ask questions. - The teacher interacts personally with children - Makes each individual feel appreciated and special. - A musical instrument (tambourine) is used to gain children's attention during tasks. - The lesson ends on the floor with puppets and learners have the opportunity to re-visit what they have learned. (Plenary) - Tidy up song - Tidy up Rhumba. Children must tidy up while listening to certain music. Body Language and Movement - Teachers body language is open and positive. - The teacher makes eye contact with children - uses nonverbal techniques such as pointing and eye contact to direct questions at children. - The teacher used body language and facial expressions to act out different expressions children may wish to write about in Welsh. - When children are sat on the carpet the teacher stays in relatively the same place. However, when children are on task the teacher moves between each group ensuring all children are on task and assists if help or support are needed. - The teacher kneels down to assist children at their level, they also sit on the carpet with children during certain parts of carpet time.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - No visually displayed Learning Objectives or Success Criteria at the start of the lesson - discussed this with teacher and this is due to students being unable to read.

- Verbal objectives are therefore appropriate - what children need to do is discussed during carpet time at the start of the lesson.
Direction (Are the students clear about what they are doing and how to do it well?) - After LO discussed children go straight to the task - verbal help from LSA and teacher is given if needed. - Sentence structures are given to students on white boards who need extra assistance. - Teacher is moving around the room ensuring each individual knows what they are doing. - Children are engaged and appear to understand the task. However, many still need prompting and extra assistance from the teacher. - The main feeling is that all students knew what was expected from them in this task.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Students are challenged - Welsh feeling and the associated facial expression are mixed up - children must then solve this. - Work sheets are differentiated depending on ability (2 options). Those of lower ability must write and word and those of higher ability must write a sentence. Structures and words can be located on whiteboards. - Chosen individuals are asked to show their work at the end of the lesson using puppets as a visual representation of their understanding.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? - Direct questioning is used throughout the lesson - Teacher picks specific individuals to answer non-opinion-based questions in Welsh, 'How are you?' - APK at beginning of lesson. Teacher asked children what they could remember from previous Welsh lessons regarding expressing emotions and how they were feeling. - When counting the teacher chose a specific individual to count for the class. - The hands up approach was used but also a random selected approach was used with regards to questioning. - Certain children were picked to stand at the front of the class and demonstrate what they had learned. These children were randomly picked. - Plenary - children were asked to recap on what they had learned in Welsh and some children were asked to demonstrate what they had learned to the rest of the class using puppets - The class then have the opportunity to peer review this.
Specifics / Critical Incidents

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

- Young child sat on teachers lap while others were sat on the carpet during registration - this was child with ALN.
- Children were talking over the teacher during the register. They were distracted, not engaged and making silly noises.
- Children would put their hand up to answer a question but instead of waiting to be picked they would shout out immediately.
- When children were sat on the floor during carpet time one child was sat on a chair and did not appear fully engaged.
- The teacher did not subtly differentiate the work. This was announced to the TA in front of the whole class.
- No visual lesson plan/Learning Objectives/ Success Criteria - This is due to the reading ability of the class.
- During the main task one child did not appear engaged - Instead he was wandering around the classroom.
- Two children still appeared to be participating in the main task while their classmates were on the carpet for the plenary of the lesson.
- During the tidy up phase two children ran straight to the play area of the class and began to play rather than participating in tidying up.
- Two children are assigned as class helpers each day - This gives children a sense of responsibility and independence.

Appendix 2:

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19 (2) 9am-10am
Lesson details: Numeracy Lesson - Reception/ Yr 1. 26 children. - ALN - 1 child (diagnosed) autism. 1 child ADHD (not diagnosed). - Numeracy focus - Children come into lesson - for first 5 minutes they have free choice of an activity they wish to take part in: colouring, reading, playdough. - Numeracy lesson. Children focus on counting adding and subtracting one each time.
Classroom culture (Are the students focused on learning?) - Children enter classroom and sit straight down at tables - for first 5 minutes they have free choice of an activity they wish to take part in: colouring, reading, playdough. - Rules and regulations of the classroom are enforced. These rules include 'kind hands and kind feet.' - Teacher counts down in Welsh to signal that the lesson is going to begin and to gain children's attention. - The children then sit on the floor while the teacher explains the lesson and designates two children as the daily helper. These children are then allowed to choose activities and are given responsibility and independence in the classroom. - The majority of students are allowed to choose from a range of activities e.g. colouring, reading, playdough and are called one at a time to work one on one with the teacher/LSA solving numeracy problems - These tasks are differentiated to suit the child's ability. - At the end of the lesson students listen to a tidy up song while tidying the classroom before all sitting on the floor. The teacher then uses direct questioning to assess the children's understanding of the topic. These questions can be differentiated based on the child's ability. - The teacher uses different songs to gain children's attention (Welsh and English). Body Language and Movement - Teachers body language is open and positive. - The teacher is still when working with individual children. - The teacher makes eye contact with children - uses nonverbal techniques such as pointing and eye contact to direct questions at children. - When children are sat on the carpet the teacher stays in relatively the same place. However, when children are on task the teacher moves between each

group ensuring all children are on task and assists if help or support are needed. The teacher kneels down to assist children at their level, they also sit on the carpet with children during certain parts of carpet time.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - No visually displayed Learning Objectives or Success Criteria at the start of the lesson - discussed this with teacher and this is due to students being unable to read. - Verbal objectives are therefore appropriate - what children need to do is discussed during carpet time at the start of the lesson.
Direction (Are the students clear about what they are doing and how to do it well?) - This lesson layout is a routine in the class. Therefore, when children have finished carpet time they immediately know where to go to begin their activities. This is child led learning as they can choose which activity, they wish to partake in. - There is a huge social aspect to these lessons as children can collaborate or work alone - CHILD LED. - Children are then called over individually to work with the teacher or TA. By doing this the teacher/TA can work with the child and allow a quality piece of work to be completed. If children all did the same task at the same time without the input of the teacher this may not be the case.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Students are challenged through direct questioning throughout the lesson. - One to one task with teacher/LSA are differentiated - this allows for a challenge for each individual child. This method is very effective for differentiation. However, this is time consuming. - Pupils are also challenged throughout the lesson through APK - 'What did we learn about this topic last lesson?' - Peer assessment - Specific individuals are asked to solve problems at the end of the lesson. This is then assessed by their peers. (Plenary). - Most children appeared engaged in this lesson throughout. However, specific children showed signs signalling a lack of engagement.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? - Direct questioning is used throughout the lesson to assess pupil's knowledge. - APK is also promoted throughout the lesson. - 'What did we learn about this topic last lesson?' - Work is also differentiated through one to one learning. The teacher can also assess each individual child's ability through this method.



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- The hands up approach was used but also a random selected approach was used with regards to questioning.
- Plenary - recap on what children had learned and their peers were allowed to assess this.

Specifics / Critical Incidents

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

- Children were asked to raise their hand if their name began with A. Child whose name began with T constantly raised their hand even though he knew this was not correct or appropriate.
- Children raising hands to answer questions but still shouting out.
- Two children (ALN) were very distressed and unfocused throughout the lesson. This had an impact on the learning of other children.
- Student approaching teacher asking to sharpen their pencil. This signals the hierarchy in the class. This may also suggest that the child was bored or did not understand the work.
- One to one work - this allows work to be differentiated for each individual. However, this is very time consuming and may not benefit other children.
- Children wandering around the classroom when they should have been focused on their task.
- Children appear very confident and happy to speak to adults in the room such as myself.
- As the year continues children will be working on topic in larger groups.
- Children communicating verbally and non-verbally across the classroom when the teacher is talking.

Appendix 3:

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19 (3) 1pm-2pm
Lesson details: Welsh Lesson - Reception/ ~~Yr~~ 1. 26 children. ALN - 1 child (diagnosed) autism. 1 child ADHD (not diagnosed). - The aim of this lesson is for the children to be able to describe how they feel in Welsh. This is done by combining the DCF and Welsh to create a video of a robot expressing how the child is feeling in Welsh in their own voice.
Classroom culture (Are the students focused on learning?) - Children are instructed to form a circle on the floor at the beginning of the lesson. - The teacher then goes around the circle asking each individual child how they feel in Welsh. This is APK as this knowledge has been learned in previous lessons. - The teacher interacts personally with children. This makes each individual feel appreciated and special. - After this activity children return to tables and continue with free play, child led activities. - In small groups children work with either LSA or teacher on a Welsh task. This task involves building a robot and making it describe how they are feeling in Welsh on an iPad using the child's voice. This has great links with DCF. Body Language and Movement - Teachers body language is open and positive. - The teacher is still when working with individual children. - The teacher makes eye contact with children - uses nonverbal techniques such as pointing and eye contact to direct questions at children. - When children are sat on the carpet the teacher stays in relatively the same place. However, when children are on task the teacher moves between each group ensuring all children are on task and assists if help or support are needed.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - No visually displayed Learning Objectives or Success Criteria at the start of the lesson - discussed this with teacher and this is due to students being unable to read. - Verbal objectives are therefore appropriate - what children need to do is discussed during carpet time at the start of the lesson.

- The teacher explains to students that they will be called over in groups to complete the Welsh task.
Direction (Are the students clear about what they are doing and how to do it well?) - This lesson layout is a routine in the class. Therefore, when children have finished carpet time they immediately know where to go to begin their activities. This is child led learning as they can choose which activity, they wish to partake in. - There is a huge social aspect to these lessons as children can collaborate or work alone - CHILD LED. - When working with the teacher child are in small groups and therefore can be directed and assisted by the teacher when completing this task. - A WAGOLL is also used to show children what they will be creating within the lesson.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Differentiation - The level of Welsh from each child depends on their ability. Some children are only required to state a word e.g. happis whereas other children are required to say a sentence describing how they are feeling. - All children appear engaged in the lesson - certain children attempt to disrupt the lesson. This is overcome by the teacher sitting in silence using non-verbal techniques to suggest she is waiting for silence.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? - APK - teacher asks children how they are feeling in Welsh when all sat on the floor in a circle. - Hands up - Teacher uses questioning to assess specific children's knowledge. There are issues with this method. - Direct questioning - The teacher selects random individuals to assess their knowledge of basic Welsh language. - Plenary - Four children are randomly chosen to demonstrate what they have learned to say in Welsh.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - Children talking over the teacher during the register. - Children walking around during carpet time. - When a child is explaining what he did at the weekend to the class he is constantly being talked over by his classmates. - Children communicating verbally and non-verbally when the teacher is talking.



- One specific child wanted to read to me and the teacher individually. After the child had read to me, I reviewed the book. It appeared that the child had made the whole story up.
- Specific children speaking in an American accent. This may be due to the influence of television and the media.

Appendix 4:

**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19 9am-10am
Lesson details: 9 am - 10 am 1 Teacher, NO TA/LSA Lesson focus: adding three numbers together. 25 children in class
Classroom culture (Are the students focused on learning?) - Children enter the room and continue with activities they had been working on previously regarding a trip to a local Church. - The lesson begins with children sitting on the carpet adding numbers together individually and showing answers on whiteboards. - Children sing songs in Welsh and English at the beginning of the lesson. - Specific children are removed from the lesson by year 6 children for individual reading. - The teacher gives children instructions in Welsh and English. - The teacher uses pegs on coat hangers to demonstrate adding numbers and number patterns e.g. $4+6=10$ so $10-6=4$. - The 100 square is also used interactively for children to practice adding and subtracting. - Puppets are used throughout the lesson to aid demonstration of numeracy. - Children are then set off on differentiated group activities involving adding numbers thrown on a dice. - The lesson ends with circle time. Children discuss how to be safe.
Movement and Body Language - When children are on task the teacher is constantly moving around the class to ensure each child understands the task and is on task. However, this is difficult with no TA. - When individual reading is taking place, the teacher is in the corner of the room with the child. - Body lang - teacher crosses arms and models how children should be sitting. - Very positive and open body language.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - No visually displayed Learning Objectives or Success Criteria at the start of the lesson - discussed this with teacher and this is due to students being unable to read. - Verbal objectives are therefore appropriate - what children need to do is discussed during carpet time at the start of the lesson.

Direction

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

- At the start of the lesson children are continuing a previous activity. All children appear clear of expectations.
- Certain children appear distracted and need refocusing by the teacher.
- When on carpet all children are clear of what is expected of them and appear engaged.

Access and challenge

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

- Digital tasks on iPad are differentiated due to ability. All students are engaged in online tasks.
- Group tasks are differentiated. Higher ability use dice with more numbers. Three grades of differentiation.

Assessment

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

- Teacher shows use of direct questioning and the hands up approach.
- APK appears at the start of the lesson. Reflecting on previous learning.
- **There is no form of formative assessment throughout the lesson or any form of plenary.**
- The teacher models' incorrect answers in order to test children's knowledge.
- Think pair share is also used within the lesson for adding three numbers on white boards.
- At certain points in the lesson children are allowed to shout out to answer questions.
- Self-assessment and tiny task appear at the end of the lesson. Students rate how they found the learning by colouring in a face.

Specifics / Critical Incidents

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

- Children are telling false information about each other to the teacher (telling tales). Teacher says "this is not kind."
- Child asking to go to the toilet at the very start of the lesson. Is this due to boredom or the difficulty of the exercise.
- **A child raised her hand to answer a question. When picked upon she did not know the answer to the question.**
- Child getting up off the carpet during the start of the lesson to give the teacher a pen. The child was not asked to do this, and the teacher did not need a pen.
- Children left alone did not appear to be on task. Was this due to the difficulty of the task or due to there being no TA present.
- Activities are stuck in students' books prior to the lesson. Therefore, no need for LO on board.



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- Child asked to put cards on table during carpet time. Rather than doing this the child walked over and placed them in their tray on the other side of the room.
- Teddy bear to talk. Children are only allowed to talk when they are holding the teddy bear during carpet time. Some children go against this and speak anyway.

Appendix 5:



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

Dyddiad/Date: 25/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Students raising their hands to answer question posed by the teacher. However, they shouted out before being picked.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd â'ch profiad? "What are your feelings regarding the experience?"	I feel that this is very contradictory behavior that the child is displaying. They are raising their hand in order to be picked by the teacher to answer a question. However, before the teacher is able to pick them, they have shouted out their answer. It is almost as if the child is raising their hand to signal that they are about to shout the answer out without being picked.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau o'ch profiad dysgu a oedd yn siomedig? "Can you list the aspects of the learning experience that went well?" Po elfennau o'ch profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The teacher showed effective use of certain aspects of AFL through direct questioning the students and peer review. The teacher also used APK at the beginning of the lesson asking children what they remember from previous lessons. This allowed for learning to continue and improve over time. The students appeared engaged and on task and engaged in the learning for the most part of the lesson. The students also appeared to show an improvement in their understanding of expressing how they felt in Welsh. This suggests that the lesson was successful. Students shouting out can be seen as a positive. This could imply they are able to answer the question and have an understanding of the topic. I found it disappointing that children were raising their hands but still shouting out. This is due to the fact that rules within the classroom had already been established. One of these rules involved children not shouting out when answering questions. This behavior showed complete disregard to those rules and the opinions of the rest of the learners.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un foth i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysig? "What was the cause of the most important disappointing element?"	The use of AFL strategies was a great way of formatively assessing the children's learning. This allowed the teacher to see any areas the children were struggling in. The use of differentiated work also allowed for an individual challenge tailored to each child's needs. The use of verbal and non-verbal teaching and praise was a brilliant technique. This allowed questions to be directed at specific children. The teacher also brought herself down to the children's level. This made her seem much more approachable for the children and there would be less anxiety associated with asking for help and assistance. There are many explanations that could be associated with a child raising their hand to answer a question but shouting out anyway. This may have been a defiant act or in other words deliberately going against the class rules. The child may have been very excited to answer the question and therefore shouted out before being picked. This may have been due to a craving for attention and/or praise.

<u>Casgliadau a chamau gweithredu/</u> Conclusions and actions <u>Beth yw eich atebion posibl i'r materion slymddig a nodwyd?</u> <i>"What are your possible solutions to the disappointing issues identified?"</i> <u>Beth wdech yn mynd i'w wneud nesaf?</u> <i>"What will you do next?"</i>	A possible solution to avoid a critical incident such as this could include re-visiting class rules at the start of each lesson. This would involve reinforcing the idea that children should not shout out when questions are posed by the teacher. Behavior management techniques could also be embedded within the lesson. Logical consequences could be associated with shouting out when a child is not supposed to. In the future I would ensure that class rules a re-visited regularly to ensure children know that shouting out is not an appropriate way to answer questions. Sanctions could also be put in place for children who continue to shout out. Visual representations of classroom rules. E.g. display (images). I would also use relative Negative reinforcement (logical behavior) in order to condition students. Other methods of questioning could also be employed e.g. <u>loly</u> pop sticks.
<u>Y profiad newydd / Transformed experience</u>	

Appendix 6:



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

Dyddiad/Date: 25/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Students communicating across the classroom when the register was being taken and when the teacher was talking. This was verbal and non-verbal.

Profiad/ Experience	
Teimladau/ Feelings Beth yn eich teimladau ynghyd â'r profiad? "What are your feelings regarding the experience?"	When observing within the classroom this communication across the room became very obvious. This behavior firstly signaled a lack of respect for the teacher and a lack of interest in what the teacher was describing to the children. Not speaking over the teacher is a basic ground rule in the classroom which specific children were choosing to ignore.
Cofio a Deall/ Remember and Understand Allwch chi restru'r awyddau a'r profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The teacher managed to implement aspects of AFL into the lesson e.g. APK and direct questioning. This allowed her to assess children's knowledge formatively throughout the lesson. Learning could therefore be tailored to each child's needs. The one to one learning was also a brilliant way of differentiating work and giving each individual child attention. This also ensured a quality piece of work was completed by each child by the end of the lesson. The teacher also brought herself down to the children's level. This made her appear a lot more approachable and children were more likely to approach her for assistance. The majority of children also appeared engaged in the task. It was only a minority who appeared to not be fully partaking. The teacher showed great use of verbal and non-verbal techniques to show that they were waiting for individuals who were being disruptive. Disappointing aspects of the lesson included the children not appearing fully engaged throughout the lesson and speaking over the teacher and communicating across the classroom. Children also appeared to be wandering around the room when they should have been on task. Children would also raise their hands to answer questions but shout out before being picked.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?"	The aspects of this lesson I would keep the same would include implementing AFL strategies throughout to assess learning. I also thought the one to one teaching was very effective in ensuring differentiation was subtly achieved and each child could be challenged and create a quality piece of work. The teacher showed great use of verbal and non-verbal techniques to show that they were waiting for individuals who were being disruptive.

Beth oedd achos yr elfen sllomedig bryscaf? "What was the cause of the most important disappointing element?"	The cause of the most disappointing elements of the lesson were based on children's respect for the teacher and basic classroom rules. Students often had to be told to be quite and focus. Communicating across the room may have occurred due to attention seeking or deliberate defiance of class rules.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth ydych chi eiddo posibl i'r materion sllomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych chi eiddo i'w wneud oed? "What will you do next?"	The simple solutions for this behavior would be to implement consequences for this behavior. These consequences could include a three strikes situation which could involve children losing privileges for bad behavior. A refresh of basic class rules at the start of all lessons could be a strategy to avoid this. A display could also be put up in the classroom with images associated with bad behavior. This would be a constant visual reminder of class rules for the students. The next steps moving on from these incidents would be to show more praise for children modelling good behavior and further consequences for negative behavior. A constant refresher of class rules will also be very important. Behavior theory could be implemented. Examples of this include logical consequences as seen in the Logical Behavior Model.
Y profiad newydd / Transformed experience	

Appendix 7:



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

Dyddiad/Date: 25/09/19

- **Digwyddiad critigol (Ffocws)/Critical incident (focus):** One specific child wanted to read to me and the individually. When I reviewed this [book](#) it appeared she had made the whole story up.



Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd â'r profiad? "What are your feelings regarding the experience?"	I found this specific incident very interesting. I was initially very impressed with the child's level of reading for her age. However, when I came to review what she had read to me it turned out that all the reading had been made up and the child had not read any of the book. I found this very confusing but interesting as I was unsure why the child had displayed this behavior.
Cofio a Deall/ Remember and Understand Allwch chi restru'r amsodau ac y profiad dysgu a oeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	There were many aspects of this learning that were brilliant. These included the level of differentiation achieved by the one on one approach to teaching. Certain AFL strategies were also included e.g. APK and questioning techniques. The DCF was also included in this lesson which links in with cross-curricular responsibilities. The child was praised for their reading. This is key as if this creativity was not positively reinforced it is possible that the child would be reluctant to read with an adult again. Aspects of this lesson which I found disappointing included the child making up the words in a book when reading to me. Specific children also appeared to not be fully engaged in the lesson and would often disobey teachers' commands. Children would also speak over the teacher.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bysraf? "What was the cause of the most important disappointing element?"	Elements of this lesson I would keep the same would include elements of formative assessment and AFL. The use of the DCF was also a brilliant addition to the lesson. Working in small groups with the teacher/ LSA gave children a sense of personalized learning which could be easily differentiated. Positively reinforcing the child's creativity and imagination is key. If this had been pointed out to the child, the child may have never read to a member of staff again. This could therefore be worked on without directly confronting the child regarding this incident. The cause of the most disappointing element of this lesson could have been attention seeking behavior or the thought that good reading could have led to positive reinforcement, praise and reward. (Operant conditioning).

<u>Casgliadau a chamau gweithredu/</u> Conclusions and actions Beth yw eich atebion posibl i'r materion sylweddol a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych chi eiddo i'w wneud oher? <u>oher?</u> "What will you do next?"	Possible solutions to this issue could include reading with the child, supporting them and helping them with word pronunciation etc. Solutions to the children disrupting the lesson could include enforcing sanctions for bad behavior and praise for well-behaved children. Class rules could also be displayed as a visual reminder. Following on from this I will work with young learners ensuring that they have an understanding of reading and working collaboratively to ensure they have an understanding of basic reading. With regards to class behavior, class rules could be refreshed and displayed to ensure all children know what is expected of them. An increased knowledge of reading could be gained from guided, modeled or shared reading.
<u>Y profiad newydd / Transformed experience</u>	

Appendix 8:



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

Dyddiad/Date: 25/09/19

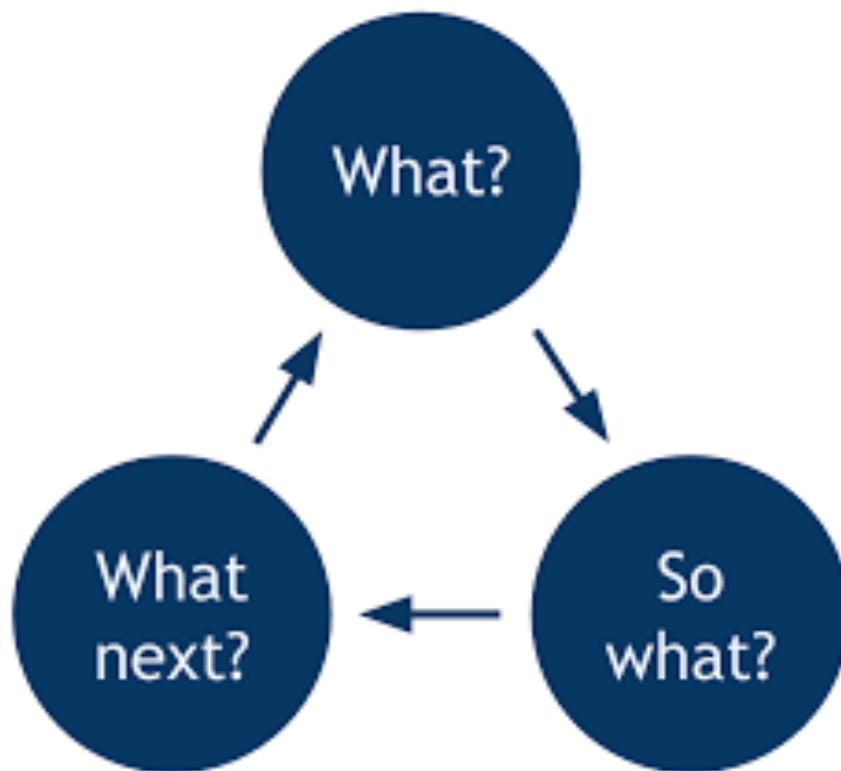
- **Digwyddiad critigol (Ffocws)/Critical incident (focus):** A child raised her hand to answer a question. When picked upon she did not know the answer to the question.



Profiad/ Experience	
Teimladau/ Feelings Beth yn eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	I found this experience very interesting. The child appeared very eager to answer the question posed by the teacher. However, when picked on to answer the child did not know the answer and began to stutter and say "urm." This appeared very strange behavior as I was unsure why the child would appear so keen to answer the question without knowing the answer.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau a'ch profiad dysgu a'ch yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau a'ch profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	This learning has numerous positive aspects to it. The hands up approach to questioning is being used. This is a great method of formative assessment allowing the teacher to assess each individual's knowledge of a given topic. The main aspect of this learning that I found disappointing was the fact that the child raised her hand signaling they understood the question. Had the teacher not picked this child to answer she may have assumed she completely understood the topic.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un ffaith, siŵn neu ddisgrifiad a'ch addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig brysaf? "What was the cause of the most important disappointing element?"	I will ensure to keep the use of AFL strategies within the lesson. These strategies include questioning strategies. Formative assessment is crucial within the classroom as it allows teachers to assess children's learning throughout a topic. There are numerous possible causes for this critical incident. The first of these could be the need for attention from the child. The child may feel undervalued and the only way they believe they can gain attention is by volunteering themselves to answer questions even when they are unable to answer the question. The child may have wanted to give the teacher the false impression that they understood the question as they were not expecting to get picked on. The child may also have been conforming with their peers by raising their hand.

Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materion slawedig a nodwyd?</i> "What are your possible solutions to the disappointing issues identified?" <i>Beth wdech yn mynd i'w wneud nesaf?</i> "What will you do next?"	Possible solutions to this could be implementing mini plenaries within the lesson. This would allow children to refresh what they had learned within the lesson. Ideally this would ensure the child has the knowledge they need to move on with their learning. Possible solutions to this could be implementing other AFL strategies. These could include secret squirrel or traffic lights or alternative questioning strategies. This will allow the teacher to assess how comfortable each child is with a given topic. If certain children appear unhappy with a certain topic this can be addressed without their peers knowing.
Y profiad newydd / Transformed experience	

Appendix 9:



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