A critical evaluation and the identification of next teaching and learning steps focussing on a case study of an individual learner or a group of learners, based on an observed critical incident

Literature surrounding teacher education places emphasis on the importance of preparing thoughtful, reflective practitioners (Taylor & Francis, 2019). A reflective teaching practitioner examines and attempts to solve the dilemmas of classroom practice, is attentive to the institutional and cultural contexts in which they teach, takes part in curriculum development and takes responsibility for their own personal development (Zeichner & Liston, 2013).For this assignment, the observations made were undertaken in a Year 2 class at School X. Research will then take place around the event in order to improve the next teaching/ learning steps that could be put in place to enhance the pupils' learning experience. Once an event has occurred, it can be critiqued and analysed. This reflection is an attempt to understand an issue or doubt which triggered the reflective process (Harrison and Lee, 2011). These steps combined lead to further development of our own professional practice. One way to improve the reflective process is to focus on a critical incident in an observation. A critical incident is an interpretation of the significance of an event based on the valued judgement we make, and the basis of the judgement is the importance attached to the meaning (Tripp, 2012). Critical incidents are used for reflective practice, which is an important part of the teaching profession. When looking at critical incidents, the focus is on your reaction to the event and how it has improved your knowledge for when a similar situation occurs in the future (Monash University, 2019). Critical incidents were observed throughout the school day during assembly, lessons and break. This assignment will predominantly focus on pupil behaviour, childhood experiences and teacher interactions.

The PTE school in which the critical incident was observed will be identified as School X throughout this assignment. This is in relation to point 40 in the BERA 2018 guidelines which states that researchers should acknowledge both the institutions and the individual participants' rights regarding privacy and should provide them with their rights to anonymity and confidentiality (BERA, 2019). Teachers and pupils mentioned in the critical incident will also remain anonymous under the same point mentioned above.

School X has 462 pupils on roll (Mylocalschool.gov.wales, 2019) and these pupils are split into 13 mixed-age classes and four learning resource centres, which include two Foundation Phase observation classes and two key stage 2 classes, split depending on the severity of the learning delays (Estyn, 2015). Approximately 48.7% of pupils are eligible for free school meals, which is considerably higher than local (18.9%) and national averages (18.4%) respectively (Mylocalschool.gov.wales, 2019). 6% of pupils at School X are under the care of the local authority (Estyn, 2015). The school stated 26% of their pupils have additional learning needs (ALN), however, few have statements (Estyn, 2015). School X has a budget of £4,046 per pupil, ranking School X 6th out of 49 primary schools in Bridgend regarding the school budget to pupil ratio, due to the affluency of the surrounding catchment area (Estyn, 2015). School X is categorised yellow for support the school needs, meaning that the school doesn't require too much support (Mylocalschool.gov.wales, 2019).

Observations have a pivotal role to play regarding the teaching profession to gain more information about the pupils within your class, to enhance your own professional teaching standards and to look at the next steps within the individual's learning. By using the information gained through the observation model chosen, the teacher can then adopt relevant strategies to work towards the next steps to help the individual reach their full potential.

During university lectures, a variety of observation methods were explained. Models included Brookfield's four lenses, Vignette and Gagne's. The observation approach chosen to be used in this assignment was the non-participant technique looking into a critical incident. This is where the observer acts as a neutral adult in the classroom trying to be inconspicuous to not disturb the usual flow of the environment (Cotton, Stokes and Cotton, 2010). In this assignment, the non-participant observer was looking for a sudden, unexpected incident or pattern of events that occurred in the classroom, that could then be analysed to become critical (Department of Education, 2019). The non-participant observer technique also comes under the branch of naturalistic observations. The strengths of naturalistic observations are that you can observe the behaviour in its own natural setting, giving greater ecological validity to the observation results (Mcleod, 2019). Secondly, naturalistic observations tend to create new ideas due to the researcher having the opportunity to see that situation as a whole (Mcleod, 2019). When carrying out a non-particpant observation, ethics such as respect for all participants must be paramount (BERA,

2018). Methods used must be creative and tailored to every pupil involved to ensure the utmost respect whilst remaining ethical is essential (BERA, 2018). A limitation to this observation method would be the stress, on both teachers and pupils, knowing that there is a professional observing the lesson. In some cases, this would lead to a Hawthorne effect being observed rather than what represents a normal, everyday lesson. A Hawthorne effect is an increase in a practitioner's productivity caused through a psychological stimulus stemming from being singled out for scrutiny (McCarney et al., 2007). To reduce the chances of a Hawthorne effect occurring, two control groups, an alternative intervention group and a naturalistic, non-intervention group could be set up (Baines, Blatchford and Chowne, 2007). This would allow the observer to test for the possibility of a Hawthorne effect involved in the experiment as well as the original purposes of the observation (Baines, Blatchford and Chowne, 2007). In education, this experimental strategy would be difficult to maintain due to its complexity.

A case study could also have been conducted. A case study focusses on a bounded unit, for example a pupil, a class or an institution, which are then examined, observed, described and analysed in order to create a detailed synthesis of the case (Hamilton, 2011). This observation method provides the researcher with rich qualitative data and an insight into the participant's experiences within the school environment (Hamilton, 2011). There are limitations to the case study method, namely that it's a time-consuming process and that the researcher's own subjective feelings may influence the results (Mcleod, 2019). These limitations greatly influenced the choice to use the critical incident method mainly due to it being less time consuming as there were limited observation days given to complete the assignment.

Whilst undertaking observations at School X, a critical incident was identified, (see appendix 4A and B). During an English lesson in the Year 2 class, one individual (Pupil A) became very disruptive. The lesson was planned following the scheme, Pie Corbett, which is a practical manual aimed at helping teachers become more effective at teaching early story writing (Corbett, 2017). Pie Corbett states its lesson ideas are built around three notions described as imitation, innovation and invention (Corbett, 2017). The context of the lesson observed followed the notion, imitation.

Throughout the entirety of the lesson, Pupil A was disruptive and aggressive. Incidents included him refusing to sit on the carpet with his classmates, swearing at the TA and lastly spitting at the teacher. Although, the incident chosen to be critically evaluated/analysed is Pupil A's aggressive attitude. Coming into the lesson, Pupil A was upset at how another child pushed Pupil A during breakfast club. As Pupil A is a renowned "pusher" in the classroom, the teacher tried to empathise with Pupil A regarding the situation. At the same time, the teacher tried to instil in the child that the way they are feeling now is what other children feel like when they are pushed. This relates to health, confident individuals ready to live fulfilling their lives as valued members of society, one of the four purposes in Donaldson's report (Donaldson, 2015). It was visible to see that Pupil A did not connect at all with what the teacher was explaining.

The class was then split into three groups, with each group completing a separate task. The teacher took a group to recall the story using Pie Corbett actions for their assessment, the TA took a group out of class to act out scenes from the story and an independent learning group were on the computer completing narrative writing tasks related to the story. The teacher singled Pupil A out and explained to them, in front of the class, that they had to complete the task sheet out on their own rather than working in small groups like the others. This could have a negative effect in the long-term as group tasks can have a positive effect on the learning of complex cognitive tasks (Kirschner, Paas and Kirschner, 2009). The aim of this was to get the pupil to think about why they might have been put on their own and to figure out solutions to make the situation better, linking to another of the four purposes, enterprising creative contributors, ready to play a full part in life and work (Donaldson, 2015).

Lastly, Pupil A threw chairs at the teacher due to a lack of attention shown towards him. The teacher used a calm voice to try and eradicate the negative behaviour and used the phrase "it's your choice" about whether he wanted to complete the tasks like his classmates had. This was to make the child think they were in control, which in turn, could have resulted in them changing their attitude and becoming an ambitious, capable learner (Donaldson, 2015). In this case, Pupil A was not interested with being in control and the negative attitude continued until the headteacher removed the child from the classroom.

Analysis of my chosen critical incident has led me to evaluate the variety of factors and complexities that may have contributed to the negative behaviour displayed by Pupil A. In

doing so, I have engaged with bodies of literature which both support and question these factors. The three factors that were researched were social deprivation, wellbeing and appropriate behaviour management strategies. For the literature review, a wide range of resources were used to synthesise findings from prior research studies in relation to the impact the three key factors (stated above) have on a child and its link to behaviour in education.

During the critical incident observed, the way Pupil A was dealt with was to ignore the negative behaviour, then give him negative consequences such as working on his own, before finally calling the headteacher to remove him from the classroom. When behaviour becomes extreme, School X's achievement, behaviour and discipline policy states that external agencies will be called in such as the Behaviour Support Service (School X's Achievement, Behaviour and Discipline, 2019). Throughout the lesson, the teacher followed the process of the school behaviour policy (School X's Achievement, Behaviour and Discipline, 2019). The technique used by the teacher was called operant conditioning, where the emphasis was on the pupil learning through the rewards and punishments for behaviour (Mcleod, 2019). Skinner conducted experiments on animals in a "Skinner box", which extended on from the work of Edward Thorndike's puzzle box. Through this experiment, Skinner found three response types that attributed to behaviour. These were neutral operants, reinforcers and punishers. Neutral operants did not increase or decrease the probability of replicated behaviour, reinforcers are responses (positive or negative) that increase the probability of replicated behaviour and punishers are responses that decrease the chances of the repeated behaviour (Mcleod, 2019). The type of reinforcement used by the teacher in this critical incident was negative reinforcement, for example when setting Pupil A to work on his own as a punishment rather than work in small groups like the rest of his classmates. Through operant conditioning, the purpose is for the pupil to create an association linking the positive rewards with good behaviour and negative punishments with bad behaviour in order to change negative attitudes. A journal by Heather Alvarez looked at the impact of teacher preparation on the different responses towards negative student behaviour, primarily aggression, in the class. Referring to the critical incident mentioned, the journal states that as a result of removing a child from the classroom this individual will receive decreased learning time with the teacher (Alvarez, 2007). This will then have a negative effect on their academic progress throughout the year. Academic failures and challenges may provoke negative behaviours in the classroom (Alvarez, 2007). In related studies, findings suggested that interactions between the aggressive pupil and the teacher were like the forceful, intimidating interactions in the family environment (Shores, Gunter and

Jack, 1993). As teachers, the use of neutral or positive behaviour management strategies is typically encouraged in classrooms where negative behaviours occur (Bibou-Nakou, Stogiannidou and Kiosseoglou, 1999). These behaviour management strategies may not have been used precisely enough during the critical incident. Pupil A was pushed by one of his classmates during breakfast club prior to coming into the lesson. This action directly affected Pupil A, activating a multitude of emotions. The breakfast club scenario could have altered Pupil A's intrinsic core according to the Bronfenbrenner model, which in turn potentially caused the negative reactions that pupil A displayed. One possible solution could be the implementation of a different, more suitable behaviour management strategy as negative consequences only added to the poor attitude. According to Hattie's effect size list, behaviour intervention programmes showed to have a positive impact on the child's learning outcomes with a score of 0.62 above the hinge point (Visible Learning, 2019). There are many behaviour management strategies that teachers have tried and tested, however, each scenario in the school environment will require a different technique to suit due to the uniqueness of each incident. Multiple techniques could be trialled in order to decipher the ones that are relevant to certain age ranges, to specific individuals or, in contrast, to a whole class or year group.

School X is a classified ACEs (Adverse Childhood Experiences) school. They understand that there are children who have experienced traumatic situations such as verbal, mental, sexual and physical abuse or may have been raised in a house where alcohol/drug abuse, domestic violence or parental separation occurs (NHS, 2019). Several studies have found an increase in mental ill-health and psychosocial problems among children with ACEs (Bergman, Axberg and Hanson, 2017). There is little research on child bereavement, however, the few studies that there are have found significant findings. Studies found that the death of a parent was associated with poorer health outcomes, lower self-confidence, depressive symptoms and diminished educational attainment. According to Case and Ardington (2006), educational disadvantages for children whose mothers have died were observed and shown by the timing of the mothers' deaths relative to children's educational shortfalls (Case and Ardington, 2006). There continues to be disparities between the most and least deprived, for example in terms of avoidable deaths and educational attainment (GOV.WALES, 2019). One year ago, Pupil A lost his mother to cancer. Losing a parent is a catastrophic event in an adult's life but for Pupil A this happened when he was only 6 years old. This would affect the microsystem segment of the Bronfenbrenner ecological system theory which would directly influence the individual in the centre of the model (Bronfenbrenner, 1994). This links to Donaldson's report, Successful Futures, where children

and young people's education should be supported by a holistic approach to health and well-being (Donaldson, 2015). Similarly, Maslow's hierarchy of needs assumes that the individual is an organic, integrated whole (Zalenski and Raspa, 2006). Central to Maslow's theory of motivation is that human needs are hierarchical. Once the basic needs are fulfilled, a next level of needs arise. These must be addressed in order to pursue the highest-level need of self-actualisation in relation to Maslow's framework (Zalenski and Raspa, 2006). This literature supports the Bronfenbrenner ecological system theory in that Pupil A should be viewed as a whole, holistic human being. This links to Pupil A as his basic, physiological needs have been affected due to the passing of his mother. The child's shelter has changed as he now lives with his Auntie and Uncle, however, Pupil A might not have adapted to this new way of life yet. The love and sense of belonging Pupil A would have received off his mother has now gone, and key relationships have been broken. This could be a reason why Pupil A seeks attention constantly as the level of affection he may receive now is much lower than what he was used to. Hattie's effect size list ranks positive home dynamics as 0.52. This value is above the 0.4 hinge point, therefore, having a positive home dynamic has been shown to have a great effect on learning (Visible Learning, 2019). Potentially, Pupil A does not have a positive home environment living with his young Uncle and Auntie, resulting in a visible decline to his learning. Similarly, parental involvement is ranked at 0.50 above the positive hinge value of 0.4 (Visible Learning, 2019). This refers to the positive home dynamic that Pupil A is lacking and is another vital area according to Hattie that effects a child's learning outcomes. Sleep is another basic need that is greatly affected during the grieving process, which could be another reason why Pupil A is displaying poor behaviour. According to Cruse Bereavement Care, a child may encounter problems with bedtime and not wanting to sleep for fear of not waking up (Cruse, 2019). Settling to sleep and night waking are the most frequent sleep problems in young children and these frequent problems are associated with behaviour issues, as well as ill health (Ramchandani, 2000). This correlates to Donaldson's Successful Futures report linking to healthy, confident individuals ready to live fulfilling lives as valued members of society, one of the 4 purposes (Donaldson, 2015). Studies on childhood bereavement found that adults who lost a parent during childhood were more likely to experience adversities in educational attainment (Brent et al., 2012). Pupil A could be struggling with the work during class due to the events that have taken place and has therefore fallen behind his classmates. This could be a factor as to why the child is displaying negative behaviour towards his teacher and learning. Lastly, Worden and Silverman (1996) state that there is a significant group of bereaved children who express emotional/behavioural disturbance problems at one year (19%) and two years (21%) (Worden and Silverman, 1996). This literature shows that approximately one fifth of children suffering with bereavement demonstrate issues up to two years after the death. Pupil A has

only exhibited a negative attitude and behaviour since the passing of his mother, which suggests that this traumatic event has had a significant impact on him holistically.

Another potential reason for the negative behaviour displayed could be the socio-economic status of the area. As previously stated, 48.7% of School X are eligible to free school meals, drastically higher than the National average (Mylocalschool.gov.wales, 2019). This implies that the catchment area of School X is not very affluent. In addition, this would impact the family social status, where parental education levels and occupational background are considered alongside socioeconomic status (Caldas and Bankston, 1997). Living in an area where the socioeconomic status is low compared to the National average, like School X's catchment area, has a strong impact on educational attainment. This statement is supported by Hattie's effect size list where socioeconomic status is ranked 0.52, above the hinge point value of 0.4. This means that socioeconomic status has a large effect on learning outcomes (Visible Learning, 2019). A limitation of Hattie's work is that it is based on over 800 meta-analyses. While meta-analyses are good at collating research surrounding the same topic, they do however have their limitations. A major limitation is that meta-analyses produce averaging results, therefore outliers may be missed. The score Hattie gives each factor would also be skewed due to the averaging of the research results. A clearer reporting of the variance between the related meta-analyses would be useful to researchers to identify areas that require additional exploration for more clarity on the factor (Killian, 2015).

Being a reflective practitioner is imperative in supporting the growth and success of a teacher. Critical reflections are used to gain a better understanding of different teaching styles to enhance knowledge to challenge ideas from the traditional, old fashioned methods leading to more of an understanding for each type of pupil (Shandomo, 2010). This increases the effectiveness, quality and professionalism of teaching supplied to all pupils in your class. Throughout the entirety of this assignment, Gibbs' reflective cycle was used which consisted of 6 steps categorised as description, feelings, evaluation, analysis, conclusion and action plan (The University of Edinburgh, 2019). Gibbs' reflective process helped to structure the assignment and to make sure each step was completed in order to reflect on the critical incident rigorously to supply relevant suggestions. The next steps suggested below have bodies of scientific literature supporting them. This research was looked at during the literature review, where the findings were collated in order to provide an accurate assessment of the most suitable next steps for this critical incident and most importantly to help improve Pupil A holistically.

Upon reflection of the critical incident, there were three initial next steps I would suggest in order to improve the situation going forward. Firstly, despite being an ACES school, there is no mention of external agencies being brought in to support children in difficult times such as a close family bereavement. In the school policies, when external agencies are mentioned it is usually related to a negative consequence. Therefore, a negative connotation has been attached to the term external agency and families are not liaising with the school to provide emotional help from a professional for Pupil A. To potentially engage more families to liaise with the school to supply necessary professional help for pupils, perhaps a separate document could be created on School X's website in order to make vital information, such as professional bereavement helplines, readily accessible to all. In this critical incident, Pupil A could also receive help through the Cruse Bereavement Care directly. School X would also gain a resource pack for teachers who work closely with the bereaved Pupil A (Cruse, 2019).

Secondly, research suggested that negative reinforcement and punishments can heighten a pupil's negative behaviour. The next step could be to educate teachers more on behaviour management strategies to potentially keep up with the new Donaldson report, Successful Futures, that will change the way the curriculum looks at the pupil holistically (Donaldson, 2015). According to Heather Alvarez, teachers had significantly fewer negative affects compared to the teachers with no training in techniques when dealing with children who have emotional problems (Alvarez, 2007). The teacher used negative reinforcement in the critical incident, however, this accelerated Pupil A's anger. A potential solution could be to introduce more positive reinforcement with Pupil A when he displays good behaviour in order to eradicate the behaviour issues. Dojo's are a useful tool to use when teaching foundation phase pupils. They are quick to use and keep track of the scores over a period of time. For example, after each week the pupil with the most dojos could win a prize to make all pupils strive to be well behaved so that they can earn dojos off the teachers.

Thirdly, Pupil A's home life and background has changed drastically over the past 12 months as he now lives with his young Auntie and Uncle. The passing of Pupil A's mother would have been a huge shock to him but also to his Auntie and Uncle who at such a young age would become Pupil A's guardian. A solution to help improve Pupil A's background could be to provide additional support to his Auntie and Uncle to allow themselves to properly grieve after such a tragedy but to also learn how to care for Pupil A given that he is so emotional sensitive currently due to the catastrophic events that have occurred. There are agencies

that support young carers such as Carers Trust and Action for Children who look to specifically help people like Pupil A's Auntie and Uncle to give them the best possible guidance in bringing the child up. Action for Children state on their website that their services include individual one-to-one support, opportunities to meet other young carers and to give them a break to enjoy themselves as they are still young too (Actionforchildren.org.uk, 2019). This support could prove to be vital to Pupil A's Auntie and Uncle by providing them a platform to work from in order to improve Pupil A's holistically.

Throughout this assignment, Gibbs' reflective process was used in order structure and critically evaluate an incident that occurred in an ACEs school, School X. The incident was observed during an English lesson using a non-participant, naturalistic observation technique, where the aim was to maintain the realistic, spontaneous behaviour of participants in the natural school surroundings. The non-participant observer was looking for a critical incident, an incident that could be analysed to become critical. A case study was not chosen as the time frame given was not long enough to complete a thorough case study. If the non-participant observer didn't maintain their ethics and respectfulness towards the class environment during the observation, then potentially a Hawthorne effect may have occurred. This would have affected the data collected and in turn this would lower the professional validity of the assignment observations. During the observation, research was carried out on the context of the school, class and the catchment area to get a clear overview of the background of the critical incident. The information gathered was then compared to Donaldson's Four Purposes to introduce an aspect of criticality to the incident observed. Literature readings were carried out surrounding the key areas of research linked to the critical incident to provide context to the assignment. The 3 key points that were identified and synthesised were social deprivation, wellbeing and appropriate behaviour management strategies. From the results of the bodies of literature explored, a reflection was carried out using Gibbs' reflective process to collate the relevant suggestions to potentially solve the solutions the critical incident observed created. Next steps were then advised as possible techniques to use to solve the issues created by Pupil A. These next steps included more teacher education regarding behaviour management with pupils suffering adverse childhood experiences and the creation of a link with external professional agencies regarding mental well-being. The whole critical incident process expanded my own professional and personal development as a teacher in training. This is a process that will be continued to continue to further my personal teaching standards. Analysing incidents regularly within my classroom would give me a better understanding of the pupils in the class as well as the ability to assess their current educational level. This would then allow me to

look at the next steps within the individual's learning to adopt the relevant strategies so that the individual can reach their full potential.

Word count= 5281(including 1000 words for appendices)

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Appendices

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: 25/09/19

Lesson details:
Write a script linked to chapter 3 in the book you are reading about a family evacuating their children to the countryside.

Classroom culture
(Are the students focused on learning?)
Majority focussed on learning with 1 in particular not engaged.
Free choice of seating occured (where they chose in their groups where they would like to work).

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
Clear purpose linked to lesson details above.
Success criteria written on board in bullet point format.

Direction
(Are the students clear about what they are doing and how to do it well?)
Constant time reminders to keep children on track with the tasks.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
Majority of the class were fully engaged. Individual 1 lost concentration on the task ahead playing the drums. Another noticeable scenario was as soon as the teacher said the word "drama" a handful of boys switched off completly. Individual 2 held his hand over his forehead to not make any further eye contact with the teacher until it was time to move into groups.

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University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?
Before - recapped understanding of Chapter 3 in the book before setting the task.

During - wandered around the groups but only got involved in conversations when children asked / engaged in conversation with her.

After - Spoke to the whole class at the end and started a discussion on what

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?
- 1 individual constantly playing "air guitar/drums" or taping objects.
- Once in groups (that they got to choose themselves), a group of 3 wandered off task. 1 individual in particular was writing notes and hiding them in their pencil case.

Appendix 1B

Prifysgol Cymru / University of Wales | Yr Athrofa

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

Dyddiad/Date: 25/09/2019

Digwyddiad critigol (Pfocws)/*Critical incident (focus)*: A group wandered off task, making notes and passing them around the class.

Profiad/ Experience	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	At first I presumed that the 3 pupils were bored as English (script writing) might not be their favourite topic. However, it could be that the task set was too easy/ too hard for them, so may need to be adapted. The note making then set other pupils off task, disrupting the class environment.
Cofio a Deall/ *Remember and Understand* *"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"* *"Can you list the aspects of the incident in the context of learning?"*	As the class split into groups for the task, one group of girls immediately wandered off task. As the children could choose their own group, I believe these girls we all friends so just wanted to talk to each other rather than do work. 1 individual in particular was writing notes and hiding them in their pencil cases.
Gwerthuso a dadansoddi/ *Evaluate and analyse* *"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"* *"What could be kept the same to ensure effective teaching and learning in the future?"*	The teacher allowed her class to choose their groups, where they sat and the general direction of the way in which the script could be written. This gave the children independence which I really enjoyed. The teacher linked the script writing to the class book they were all reading, making links to the topic.
Casgliadau a chamau gweithredu/ *Conclusions and actions* *"Beth yw eich atebion posibl i'r mater a nodwyd?"* *"Beth y gellid ei wneud nesaf?"* *"What are your possible solutions to the issue identified?"* *"What could be done next?"*	I was unsure whether there was too much freedom in the amount of choices they had. The majority of the class thrived with the independence, however, other pupils either took advantage of this scenario by making notes to their friends. A possible solution would be to constantly walk around the groups keeping them on task. If that doesn't work split the distruptive group up and place them in well behaved groups to improve the learning atmosphere in the class.
Y profiad newydd / *Transformed experience*	

Appendix 2A

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: Singing Assembly	
Classroom culture (Are the students focused on learning?)	The majority of pupils were focussed in the assembly.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	There was a clear purpose. Each song was related to their topic of Autumn. The children understood they had to learn the songs to perform them in the Harvest Assembly. Some songs were focussed on well-being too.
Direction (Are the students clear about what they are doing and how to do it well?)	Children were given opportunities in class to familiarise themselves with the lyrics before singing as a whole school in assembly.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Majority of the school were able to engage. However, some of the older pupils struggled to see the words on the projector as they were sat at the back of the hall. For the younger pupils, there were difficult words in which they had to learn. The majority of the pupils were challenged. An example of this would be during a song the school would split up in order to sing to separate verses at the same time.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

- Teachers walked around the hall to keep all the children engaged.
- One teacher sat at the back to ensure the children who were misbehaving joined in and that their behaviour wasn't distracting/affecting the rest of the school.
- Headteacher constantly reminded pupils of the assembly rules and the punishments for pupils who don't conform. For example, no talking otherwise you miss your break.
- One teacher said to their pupils that "they can't sing" so they wouldn't be joining in the singing with the pupils.
- All teachers praised good singing
- Forms of behaviour management and conditioning were shown.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

- The teacher telling pupils that they wouldn't be joining them in singing because they "couldn't sing".
- One pupil was selected to recite the lords prayer. The headmaster gave him a "green card" to take home to show his parents/guardians how well he spoke. The child was beaming, however, are there negatives as other pupils were overlooked.
- Headteacher gave rules and set punishments (missing break) for children who didn't conform. This could be confusing for younger pupils as the headmaster didn't specify that talking only in assembly resulted in punishments. They might have thought talking in general could get them in trouble. For example, ASD children take things literally and wouldn't have been able to make the link.

Appendix 2B

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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher telling her class that she couldn't sing so wouldn't be joining in assembly.

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynglŷch y profiad?* *"What are your feelings regarding the experience?"*	I was shocked when the teacher told the class this. Straight away pupils had an escape from participating. How are you going to enforce rules of participation if you aren't joining in too?
Cofio a Deall/ *Remember and Understand* *"Ahoch chi restru effernau'r achos yng nghyd-destun y dysgu?"* *"Can you list the aspects of the incident in the context of learning?"*	By not setting a good example, this almost instantly lead some pupils off task. There was a negative atmosphere around the learning environment, stemming from the teacher's views and use of communication. The teacher told the pupils before assembly that she wouldn't be joining in the signing as "she can't sing".
Gwerthuso a dadansoddi/ *Evaluate and analyse* *"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"* *"What could be kept the same to ensure effective teaching and learning in the future?"*	The teacher was very enthusiastic when speaking to the class. You could see she was well respected and an influential figure to them all. If the same enthusiasm was used towards singing then I'm confident the class would participate better.
Casgliadau a chamau gweithredu/ *Conclusions and actions* *"Beth yw eich atebion posibl i'r mater a nodwyd?"* *"Beth y gellid ei wneud nesaf?"* *"What are your possible solutions to the issue identified?"* *"What could be done next?"*	Personally, I would join in the assembly practice and sing. Rules can then be correctly enforced to maintain a high level of participation. By joining in pupils will follow as the role of a teacher is to be a role model.
Y profiad newydd / *Transformed experience*	

Appendix 3A

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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date: 26/09/2019

Lesson details: - Mathematics lesson with the top 2 sets from Year 2.
- Focussed on doubling and halving numbers.
- 4 tasks set to be completed throughout the day as a carousel practice.

Classroom culture
(Are the students focused on learning?)
The greater number of the class were focussed on learning. 1 boy in particular was disruptive, however, the teacher managed the situation really well.

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)
There was a clear purpose set by the teacher and she ensured that each pupil was pushed to reach their full potential. They were set depending on ability, however, they weren't told this. They were in groups called triangles, squares, rectangles and circles.

Direction
(Are the students clear about what they are doing and how to do it well?)
The students understood each of the 4 different tasks and they all independently got on with what was required from them.

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)
All students were able to engage as plenty of resources were laid out for them. They were set depending on ability as mentioned above, so that questions could be tailored to their needs and level of learning. Even the ICT computer questions had levels depending on the child's grouping.

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Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Before - At the start of the lesson, the teacher explained the 4 tasks and set guidelines/expectations of what she would like the student attitudes were during the lesson.

During - A teacher worked with one group, the TA worked with another, which left 2 groups doing independent work. The teacher did keep an eye on these groups to make sure they were still on task. She also tried to encourage moving up the levels once the pupil achieved full marks in the level.

After - The teacher thanked them all for their efforts.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

- During the lesson, the teacher called one boy a "Dolly Day-Dream". The other children then picked up on this and continued to call him this throughout the day.
- What affect did this have on the child?
- Could she have said something more constructive to get the pupil back on task?

Appendix 3B

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Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/*Critical incident (focus)*: Teacher's comment towards pupil during lessons.

Profiad/ *Experience*	
Teimladau/ *Feelings* *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	I had mixed emotions about the teacher's comment. She called a boy "Dolly Day Dream". It was aimed as a light-hearted reminder to stay on track, however, other children laughed and called him that all day. I wondered how the boy was feeling after this?
Cofio a Deall/ *Remember and Understand* *"Nilwch chi restru effennau'r achos yng nghyd-destun y dysgu?"* *"Can you list the aspects of the incident in the context of learning?"*	During the lesson, the teacher called one pupil a "Dolly Day-Dream". The other children in the class then picked up on this and continued to call the pupil it throughout the day.
Gwerthuso a dadansoddi/ *Evaluate and analyse* *"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"* *"What could be kept the same to ensure effective teaching and learning in the future?"*	The teacher was aiming to keep the pupil on task which is essential to do. She tried to motivate the child which I would also would continue to do to ensure effective teaching and learning in the future. Better phrases would've improved the situation.
Casgliadau a chamau gweithredu/ *Conclusions and actions* *"Beth yw eich atebion posibl i'r mater a nodwyd?"* *"Beth y gellid ei wneud nesaf?"* *"What are your possible solutions to the issue identified?"* *"What could be done next?"*	I would suggest using different words/vocabulary to deal with the situation. Using better vocabulary could lead to the pupil getting straight back on task rather than having to repeat yourself over and over again.

Y profiad newydd / *Transformed experience*

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Addysg a'r Dyniaethau
Education and Humanities

Appendix 4A

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016)

Date:	02/10/19
Lesson details:	English lesson story telling and narrative writing. This was all planned through the Pie Corbett scheme.
Classroom culture (Are the students focused on learning?)	The whole class was fully engaged, except for 1 distruptive individual.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Clear purpose shown on whiteboard. Pupils were split into focus groups with one group recalling the story, another group acting out scenes and the last group completing story task sheets on computers.
Direction (Are the students clear about what they are doing and how to do it well?)	All pupils knew what they were doing with very few questions being asked. Every pupil stayed on task and completed the work set.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All children were challenged in the focus tasks which lasted 20 minutes. The activities after these tasks were completed at the children's own discretion. I feel like more tasks could've been set related to the story. For example, a colouring sheet of the 3 owls from the story where the pupils had to annotate using descriptive words things related to each owl.

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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?

- At the start of the lesson, the teacher helped to recite the story to figure out how much they remembered from last week.
- During the focus tasks, the teacher monitored the progress of the groups to make sure they stayed on task.
- At the end of the lesson, the teacher monitored/checked if the task sheets had been completed. With the focus group who were reading the script and reciting it from memory, the teacher used an iPad to video the children as a group recalling the "Owl Babies" story using Pie Corbett action learning.

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

- 1 very distruptive individual who called the teachers rude names, hit them/other children, spat at the teacher and threw chairs across the room.
- This pupil seeked attention at all times either off the teacher or the TA.
- The teacher and TA spoke to the pupil at the start of the day as they knew the pupil was upset after an incident in breakfast club. They tried to help the child with his emotions, however, the child reacted negatively becoming very aggressive and distruptive.

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Addysg a'r Dyniaethau
Education and Humanities

Appendix 4B

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

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Distruptive behaviour by 1 pupil in a very well behaved class.

	Profiad/ *Experience*
Teimladau/ Feelings *Beth yw eich teimladau ynghylch y profiad?* *"What are your feelings regarding the experience?"*	I felt sorry for the pupil to start with as the start of his day had obviously had a negative effect on him. However, the teacher and TA, in my opinion, dealt with the situation extremely well by using a softer tone to try and get through to him. This didn't work in this incident. → Wellbeing → Research on ignoring bad & encouraging good behaviour
Cofio a Deall/ *Remember and Understand* *"Allwch chi restru effennau'r achos yng nghyd-destun y dysgu?"* *"Can you list the aspects of the incident in the context of learning?"*	During the lesson, 1 individual was extremely distruptive. The pupil called the teacher rude names, hit her as well as other children, spat at the teacher and threw chairs across the room at a working children. This pupil constantly seeked attention whether it was good or bad.
Gwerthuso a dadansoddi/ *Evaluate and analyse* *"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"* *"What could be kept the same to ensure effective teaching and learning in the future?"*	The teacher and TA worked together to ensure this individual had a small distrupive impact on the whole class environment in what was a very tricky, demanding situation. When chairs etc were beginning to be thrown by this pupil, the teacher moved the rest of the class into another room. This was to avoid them getting hurt which I would definitely do in a similar scenario.
Casgliadau a chamau gweithredu/ *Conclusions and actions* *"Beth yw eich atebion posibl i'r mater a nodwyd?"* *"Beth y gellid ei wneud nesaf?"* *"What are your possible solutions to the issue identified?"* *"What could be done next?"*	The use of a softer tone to begin with clearly didn't have an affect on the pupil. Next time, I would encourage the teacher and TA to be firmer with this individual to show authority. There seemed to be a lack of respect for the members of staff from the individual, which needs to be addressed in order to correct distrupive behaviour in the classroom.
	Y profiad newydd / *Transformed experience*