

APPENDICES

Record 1

Date and time, year group:

26/09/22, Lesson 2, 10:20am - 11:20am (after break)
Year 7, top set Maths class

Where and When: Context of the observation – subject/AOLE, general classroom context

Lesson 2 after break in Numeracy AoLE. Class was immediately after break.
This is a busy class, approx 30 students.

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

As a starter activity, the teacher displayed 7 division sums on the board for students to complete independently with a time limit of 8 minutes. After the 8 minutes is up, the teacher asks students for the answers and tells them to mark their work with a red pen or pencil. He cold calls on a student - after a student gives an answer, he asks the class if they agree with that by shouting out yes or no. If the majority say no, the teacher asks another student for the correct answer. He also asks a number of students to come up to the board to show how they worked out their answer. Once the class has worked through all of the answers in this way, he asks students to give themselves a score out of 7 e.g. two correct = 2/7. He then asks the class to shut their eyes, and put their heads down on the desk. The teacher then asks students to put their hands up if they got 7/7, 6/7, 5/7 and so on, thus giving the teacher immediate feedback as to how the class is getting on with division.

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

The teacher uses a variety of feedback/assessment methods throughout this critical incident. Firstly, the students are self assessing their work. The students are also essentially ‘peer assessing’ and collaborating by shouting out ‘yes’ or ‘no’ as to whether they agree with the answer that another pupil has given. Finally, the teacher uses a form of blind feedback to gauge how each student is doing, asking the students to hold up their hands to correspond to the score they got in the starter activity. Getting students up to the board to show their workings out can also be a form of process-based thinking. The teacher is getting continual updates on how each student is doing, allowing him to know who to stretch and who to provide extra scaffolding for.

Avenues of research → AFL, progression, questioning.

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

Class was enthusiastic and chatty, but clearly on task. They remained on task through continual questioning from the teacher, and clearly instructed activities. A student who was particularly chatty was picked by the teacher to answer the first question, to ensure he was on task, and had understanding of the work.

Record 2

Date and time, year group:

26/09/22, Lesson 2, 10:20am - 11.20am (after break)

Year 7, top set Maths class

Where and When: Context of the observation – subject/AOLE, general classroom context

Lesson 2 after break in Numeracy AoLE. Class was immediately after break.

This is a busy class, approx 30 students.

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

Throughout the lesson, the teacher reminds children of his 'class points' displayed on the whiteboard. This shows a number of different classes, and tally marks next to their class name. When all students complete the extension activity, he gives them 5 class points, and informs them that when they reach 50 points, he will bring in cakes and snacks for the class. Later in the class, the teacher is writing down the 27 times table to aid with students in their division activity. A student calls out that the teacher has written this down wrong - upon checking, the teacher has actually written this correctly, and the student sees his own error. The teacher remarks that he could have earned class points by pointing out the teacher's mistake, and reiterates that if he (the teacher) makes a spelling or grammatical error/ a maths error, and the students point it out and correct him, this gains a class point. He then goes on to remind the class that another way of earning class points would be the class completing a test with everyone earning over 70%, if they have behaved particularly well, and other positive behaviours. He also points out that they can lose class points if they misbehave, or don't follow his classroom expectations.

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

Class points that students can gain or lose based on behaviour/achievement can link to behaviourism and positive reinforcement techniques (Skinner and conditioning). Also creates an environment in which making mistakes is normal and something to learn from; normalises this for the students.

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

Class was enthusiastic and chatty, but clearly on task. They remained on task through continual questioning from the teacher, and clearly instructed activities. Any time the volume of the class raised too loud, or students shouted out, the teacher would remind students of his expectations. He often did this in a quieter tone of voice to get the pupils to match this volume level. He also reminds the class of the core values e.g. ready, respectful and safe, and if they are not abiding to these values, they are reminded of the class points system.

Record 3

Date and time, year group:

27/09/22, Lesson 1 (9.00am - 10.00am), immediately after assembly.

Year 8 form group

Where and When: Context of the observation – subject/AOLE, general classroom context

English lesson - Literacy and Language AOLE.

Classroom is in a demountable, away from the main section of the school - students queuing outside. This was the class' first lesson on a new book, 'Private Peaceful' by Michael Morpurgo.

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

Teacher displayed a starter activity on the board with quotes from 'Private Peaceful' and asks students to make inferences about the quotes. They then share with the class their ideas (e.g. it sounds like the narrator is talking about a war, the tone is sad and desperate). The teacher then displays a picture of the novel cover and title, and asks them to write down further inferences as to what they think the book will be about e.g. 'private' = army, the cover has pictures of poppies and barbed wire on it, etc. The teacher says (along the lines of) 'write down anything you infer this book might be about, it might be wrong, it might be right - it doesn't matter at this point, we're getting you to think critically and use your prior knowledge'. The teacher then asks the students to write down in their books anything they know about World War One, making connections between their prior knowledge and the quotes/book displayed on the board. Next, the teacher shows pictures on the board to do with WW1 (e.g. Franz Ferdinand, pictures of the trenches) and asks students to add to what they've already written about what they know about WW1. They then share with the student next to them in a pair, and then feedback to the whole class (think, pair, share). As the students feedback, the teacher writes key ideas on the board. She also consistently stretches the students by asking questions. Finally, she shows a 3 min video clip of someone talking about WW1, and asks them to add to what they've written. Once they have a better understanding of the context of the book, they move on to reading a small section of the introduction.

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

The teacher uses various different learning styles e.g. images, text, video to activate students' prior knowledge. By introducing the context of WW1 first and getting students to think about this, she is placing 'Private Peaceful' into their own schema to aid learning (could look at Piaget). By using a variety of methods to get students to think critically and activate their prior knowledge, she is also scaffolding this for students of the class who may have little prior knowledge e.g. by showing a video and pictures about WW1, ensuring that the whole class has some knowledge of the context of the book. The think, pair, share follows social constructivist ways of thinking about learning.

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

Class is very well behaved and on task throughout these activities. There are clear expectations of hands up when answering a question, and chatter is at a minimum. This is a smaller class size, about 20 students. This is a mixed ability class, in their form class.

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