

## Appendices

### Appendix 1 - Critical Incident 1

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| Date and time, year group:<br>26.09.22<br>9:05am<br>Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Where and When:</b> Context of the observation – subject/AOLE, general classroom context<br><br>In the classroom during the starter task the teacher set –<br>The teacher started to take the lunch menu, asking everyone individually what they wanted                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>What happened:</b> a detailed description of the critical incident (the more detail the better to refer to in your later work)<br><br>The teacher set a starter task on the board for pupils to engage with while the teacher explained the dinner options and asked pupils individually what they wanted for lunch. Due to the teacher needing the whiteboard for the dinner options, pupils could no longer see the daily starter task and what they needed to do. This caused pupils to become disengaged in the activity which led to two pupils kicking each other under the table – the teacher asked them both to apologies to each other and moved them seats to sit at different tables away from each other. |
| <b>Areas of possible exploration:</b> what you think could be “under the hood” in these incidents?<br>What avenues of research could you consider? <ul style="list-style-type: none"><li>• Importance of settling in activities?</li><li>• Importance of engaged pupils?</li><li>• Does disengaged pupils led to bad behaviour?</li><li>• Behaviour management</li><li>• Does a seating plan benefit learning?</li></ul>                                                                                                                                                                                                                                                                                                  |
| <b>Notes:</b> 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)<br><br>Pupils were unsettled as they had just come into school from having the weekend off, it didn't help that some pupils saw the task on the board before it went off and some didn't because of this it caused a lot of chatting. Pupils became disengaged and not focused which led to a lot of talking and bad behaviour.                                                                                                                                                                                            |

### Appendix 2- Critical Incident 2

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| Date and time, year group:<br>27/09/2022<br>8:50am<br>Year 3 |
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**Where and When:** Context of the observation – subject/AOLE, general classroom context

Handover from parent to teacher at the door into the classroom  
Coming into the classroom first thing Tuesday morning

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

Pupil 'A' came to the classroom door with parent/career very upset and distressed, no message was passed on from home to the teacher at the classroom door. Teacher told pupil 'A' "well done for coming in, go to your seat and sit down please". From this incident I did not see the teacher or teaching assistant approach pupil 'A' to ask if they are okay or what was wrong. As the morning routine went on it became apparent that the class didn't carry out a daily 'check in' which they did not do the day before either on my observation. Throughout working in past schools this is something I had not seen before, a daily check in is carried out in all classrooms I have been in. Throughout my observation I took a notice to the displays around the classroom and noticed the children's name attached to a feeling board on a door at the back of the classroom but had not seen the children participate in doing the check in board. Throughout the school day I observed pupil 'A' not properly engaged in their learning and finding it difficult to complete tasks.

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

- Children's health and wellbeing / mental health
- Daily check in? The importance?
- How to measure wellbeing?
- Wellbeing of future generations
- Emotional intelligence / how it affects learning?
- Health and wellbeing funding?

**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)

The classroom was a busy environment, all the children were rushing through the door at the same time, putting coats and bags away. Lots of children were chatting huddled around the snack tray putting away their snacks. Multiple pupils were going up speaking to the teacher which made it hard for the teacher to greet all children coming through the door and to catch parents.

We don't know what happened before pupil 'A' came to school, what kind of morning they had maybe the reason as to why they were upset and distressed?

A lot of the children were in the class when pupil 'A' walked in, a lot of people looking and wondering why pupil 'A' was upset.

### Appendix 3- Critical Incident 3

Date and time, year group:

27/09/2022

10:20am

Year 3

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

In the classroom during LLC lesson

The teacher started to gain the class attention and close the lesson.

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

The class were busy working through their LLC tasks. Towards the end of the lesson pupils were doing a pair share of what they learnt throughout the lesson because of this the classroom volume was loud. The teacher wanted to gain the attention of pupils to close the lesson ready for playtime. I saw the teacher ring a bell which pupils stopped talking automatically and engaged with the teacher. This behaviour management technique was used several times throughout the day and worked every time with the class.

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

- Behaviour management
- Why did the pupils engage to the sound of the bell?
- Does this work for all teachers?
- Different techniques that could be used?

**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)

The classroom is nosey due to pair share, pupils are discussing/talking about the task they’ve done sharing information back and forth. Pupils know that play time is after LLC and they’ve completed the task so know its playtime soon, this could have made pupils excited. Some pupils started talking about other stuff not to do with the LLC lesson which raised the volume of the classroom.