

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

This assignment will be an analysis of a critical incident that was witnessed when observing lessons in a primary school. According to Tripp, critical incidents do not exist until they are created (Tripp, 2012). Incidents in the classroom only become 'critical' when they are analysed later by the observer against a wider social context (Tripp, 2012). We as professionals may see incidents in the classroom on a day-to-day basis, though a critical incident is something that makes you think deeper and later "*vividly remember*" (Tripp, 2012, Brookfield, 1990, p.84). Critical incidents allow teaching professionals to reflect on their practice as they trigger certain insights about aspects of teaching and learning (Richards and Farrell, 2010). They are, a key part of reflective practice in the teaching profession, as without these incidents' teachers may always be stuck in the same routines and using the same methods that may be no longer effective (Richards and Farrell, 2010). Critical incidents allow teachers to have a greater self-awareness and keep on developing professionally (Joshi, 2018, p.82.) This assignment will intend to discuss a critical incident that focuses on the idea of 'More Able and Talented' (MAT) children in the classroom.

Observation

This critical incident was observed in a primary school setting. The individual that was involved (Child X) was part of the school's year four class in key stage two, which has approximately twenty-six pupils, aged between seven and eight; this child was eight. To give some context on the school involved, according to the Welsh Government's, 'My Local School' website, as of 2018 this school has around 187 pupils, 21.4% of which are entitled to free school meals, slightly higher than the Welsh national average of 20% (My Local School, 2018 & Estyn, 2016). The school held an attendance rate of 94.1% over the 2018 school year and have obtained and upkept a 'green' award for their support to their pupils (My Local School, 2018). The school has a pupil-teacher ratio of 24:9 which is slightly higher than the national average of 22:0 and what the Welsh government would recommend (My Local School, 2018 & Welsh Government, 2019). According to the school's last Estyn report in

2016, all pupils speak English as their first language and no pupils speak Welsh at home, though 2018 findings now show that 5.0% of the pupils speak language other than English at home (Estyn, 2016 & My Local School, 2018). Estyn states that 28% of this school's pupils have an Additional Learning Need (ALN), though, "*very few pupils have statements of special educational needs*" (Estyn, 2016, p.3.). One of the recommendations in the 2016 Estyn report was that the school should attempt to raise standards for its more able pupils as they were not always achieving as well as they possibly could (Estyn, 2016). This is interesting as the critical incident explored in this assignment, directly links to a more able and talented child (MAT) not reaching their full potential and why this was happening.

Methodology

To gain knowledge of the incidents that occur in a primary school, observation methods were used to form a case study. An observational case study provides observers with a first-hand view of a specific instance (Cohen, Manion and Morrison, 2007). Although Kumar argues that no method of data collection is 100% reliable, observation is a systematic way of viewing certain phenomenon's; in this instance critical incidents (Kumar, 2014). Several observation models exist and can be used while observing incidents that occur in the classroom. The most common observation models are 'participant' and 'non-participant'. Though not used in this instance, participant observation is when the observer plays an active part in the lesson being studied and does not make it known that they are observing (Cohen, Manion and Morrison, 2007). This method can be useful in education, as it takes away the 'reaction effect' and change in pupils' behaviour (Cohen, Manion and Morrison, 2007). Though, the method that was used to observe this critical incident was non-participant observation. Non-participant observation or direct observation is when the observation takes place in the group or individual's natural setting, whereby the observer does not get involved but instead listens passively (Sharman, Cross & Vennis, 2004 & Kumar, 2014). Though, Mcloed asserts that this type of observation has major strengths as it allows the observer to see incidents in their real-life contexts, we do run the risk of the Hawthorne effect taking place (Mcloed, 2012). Despite the pupils being observed in their natural setting, often when individuals or groups become aware that they are being observed by a non-participant their behaviour may change either positively or negatively (Kumar, 2014). Children are very aware when a non-familiar individual is in their classroom environment and then therefore may adhere to the Hawthorne effect and act differently. In this critical incident Child X did not want to answer the question in front of the class, despite being a more able child and according to Sharman, observations can often make children either embarrassed or alternatively 'play' to an audience (Sharman, Cross, Vennis, 2004). Therefore, due to the risk of the Hawthorne effect with non-participant observation, perhaps

in this case with younger children, participant observation may have been more beneficial to *“minimize reactivity effects”* (Cohen, Manion and Morrison, 2007, p.144.). Additionally, recording the observation is vital to this methodology and in this case the narrative writing technique was used. As an observer, notes were made as the incidents occurred and more detailed notes were added and analysed later to contextualise the incidents (Kumar, 2014). Though, unfortunately in terms of reliability, this method can cause ‘observer-bias’ as we as human-beings all interpret incidents differently and often only see what we want to. With this method, the observer may sit there taking detailed notes and miss vital parts of the incident, leaving gaps in their interpretations. Additionally, *“observation is like a camera shot, and although it is said that the camera does not lie, it may distort”* (Sharman et al, 2007, p.3.). This quote is a perfect demonstration of the pitfalls of one-off observations, in the sense that these incidents may not be common occurrences and because we are only seeing a ‘snapshot’ of a lesson we are making conclusions on an individual that may not always be accurate.

Four Purposes

This critical incident focuses on a more able and talented child (MAT) in year four. The incident took place during a numeracy lesson, where this very able child (it was confirmed she was a MAT by the teacher) was asked to answer a question during a re-cap starter in-front of her class. The child got very emotional and would not answer the question, claiming ‘she did not know’, despite the teacher confidently explaining that she was capable. Interestingly, when the whole class settled to do a task, this child eventually came around to the idea of engaging in work and completed the task very quickly and with no struggle. We can link this critical incident to two of the four purposes in Donaldson’s, ‘Successful Futures’ report. The first and most clear purpose apparent in this incident is Donaldson’s idea of ‘ambitious, capable learners’. When we as professionals think of more able children, we tend to group them as both capable and ambitious due to their abilities and the new curriculum will instil this, with the idea that students will set themselves high standards and enjoy being challenged (Donaldson, 2015). Though, this incident perhaps reveals a pitfall of this purpose, in the sense that children who are capable are not always necessarily ambitious with their learning. As education minister, Kirsty Williams suggested, our main responsibility is to motivate and inspire learners even if they are very capable to fulfil the ambitious aspect (Williams, 2018). Therefore though, this incident fits into this purpose, it raises challenges for teachers who are faced with children who are capable but not ambitious. In order to adhere to this purpose, we can suggest that teachers should still look to organisations like NACE for their MAT students to ensure all capable learners are still passionate in achieving highly (NACE, 2018). The lack of ability to answer the question in-front of peers in this critical

incident can also be directly linked to the 'healthy, confident individuals' purpose (Donaldson, 2015). This purpose discusses how learners should be both emotionally and mentally well and have the confidence to participate, face and overcome challenge and generally have the skills to cope with everyday life (Donaldson, 2015). This incident clearly portrays how it is too simplistic to expect all learners to always be healthy and confident, especially for our MAT students. The fact this incident showed a capable child too upset to answer in-front of peers, but then easily complete the task alone, poses the question of, 'are our MAT students always mentally well?' The lack of confidence, despite their clear ability implies deeper issue and therefore the school plays a critical role in embedding healthy lifestyles, physically and mentally from the earliest age to avoid incidents like this from occurring (Welsh Government, 2017).

Literature Review

The critical incident provides us with the key concept in the education profession, which is the idea of more able and talented (MAT) children in the classroom. Ofsted define these learners as those who are naturally gifted and whose abilities exceed the expectations of their age (NACE, 2019). There is much literature that covers more able children in school and the focus tends to be on the social-emotional well-being of these gifted children. Historically, child theorists have argued that children who are labelled as gifted, suffer both social and emotional impacts as a result (Berlin, 2009; Cross, 2005). This concept directly links with the discussed critical incident as the very able child would not answer a question in class, despite being able and there must be a reason behind this which the literature will explore.

The most profound arguments surrounding social struggles for gifted children tends to be, lack of social acceptance and isolation from peers, as well as the impact of external social pressures. Child psychologist, Louise Porter argues that 'sense of belonging' is often threatened for gifted children because their skills and interests are far more mature than their peers (Porter, 2005). She depicts that social isolation is often a problem for gifted children as their maturity naturally makes them take on 'leadership roles' and this is not always accepted or liked by other children (Porter, 2005). This theory is also shared by other scholars who suggest isolation from peers occurs because gifted children's maturity can often make them manipulate or intimidate less able children, and as children get older they realise these traits and are deterred from the gifted child (Clark, 2002). Despite Porteous' research in 1979 disregarding social isolation by claiming that most people of all ages only have one or two friends on average, more recent research implies the importance of solid peer relationships to gifted children's development (Porteous, 1979). Here is where 'fear of success' or

'Imposter Syndrome' can come into the argument for gifted children's social well-being. First coined by Clance and Imes (1978), scholars have recognised its links to gifted children and how their lack of peer acceptance leads to them to a 'forced-choice dilemma' in which they have to choose between revealing their academic success or acceptance from their peers to avoid isolation (Jung et al, 2011). This can put pressure on a child's social and mental well-being, and this is clear if we look at the Leuven Involvement Scale (1994) which measures well-being of children in school. Laevers implies with his 5-point scale, that academic quality is determined by the degree of emotional well-being and involvement the child shows (Laevers, 1994, 2015). He argues that if a child does not feel at ease, then it indicates that they are emotionally unwell, in-turn their social well-being becomes hindered and overall, they cannot succeed easily in the classroom (Laevers, 2015). Therefore, this scale suggests that as professionals we must nurture a gifted child's social well-being by perhaps encouraging healthy relationships or grouping them with peers of the same ability to create solid bonds. Gagne's Differentiated Model of Giftedness and Talent (2004 ,2010) scale supports this concept, as it illustrates that social support is a key catalyst in developing gifted children's motivation to reach their true potential.

The literature around social well-being also looks at external social factors relating to the gifted child. Bronfrenbrenner's Ecological Systems Theory (1979) demonstrates how every part of children's lives are influenced by their external systems like their immediate environments of daily home and school-life (Psychology Notes, 2019). For example, children's beliefs are almost indefinitely influenced by those of their parents, so if a child's family encourages academics, the child will go to school with a positive outlook and vice-versa (Psychology Notes, 2019). Thus, many scholars have used this model as a basis for their theories regarding social pressure on the gifted child. Teare, implies that it is very common for gifted children who come from families where there is no academic history or living in a deprived area almost always underachieve because of lack of support or resources (Teare, 1997). This implies that without external encouragement outside of school, a child's giftedness may be lost and as a result (Porter, 2005). Scholar Sylvia Rimm directly agrees with this point and proposed that gifted children are more likely to achieve if their parents play a full role in supporting their academics and promote positive messages about school at home (Rimm, 2006). Though, unfortunately it seems that too much parent-involvement and pressure can also have negative impacts on their gifted child's well-being. A case study from Goodhew (2009) showed a gifted child aged nine, whose both parents held university degrees and had well-paid jobs (Goodhew, 2009). The case study came from a concerned teacher who expressed how the child's parents constantly made suggestions that their child should be moved ahead a year for her academic needs to be met (Goodhew,

2009). Unfortunately, when the child was moved, she was split from her friends, felt isolated and as a result stopped trying and regressed academically (Goodhew, 2009). Therefore, we can determine the importance of social influences on a gifted child's well-being, with this literature demonstrating how too little or too much pressure can destroy natural abilities.

Furthermore, we can argue that the social impacts on a gifted child's well-being, has direct impact on their emotional well-being too. Gifted children are often believed to be more susceptible to emotional difficulties such as anxiety and fear of failure as a result of their labelled giftedness (Dweck, 2012 & Silverman, 1993). Teare (1997), argued that despite gifted children's intellectual abilities, they are in-fact less emotionally stable in comparison to their lower ability peers (Teare, 1997). Distin (2008) agreed with Teare by arguing that gifted children are often perfectionists and blur the lines between their self-worth and their academic achievements (Distin, 2008). More able children often become obsessed with the idea that if they do not achieve academically, then they are no longer worthy (Covington, 1992). While Silverman (1996) theorised that this positively drives them to always strive for success, other scholars strongly believe, that this 'blurred line' between self-worth and academic achievement prompts emotional unwellness, self-doubt and an internalized struggle between pushing themselves out of comfort zones and always being successful (Distin, 2008 & Cross, 2005). As a result of pressure to always achieve, some gifted children experience a 'fear of failure' and 'fixed mindset' (Dweck, 2012). For gifted children with these emotional tendencies, trying and failing without a good excuse as to why they did not achieve can be one of the worst fears within a fixed mindset of a gifted child (Dweck, 2012). Due to this fear of failure, gifted children begin to lose motivation and instead use failure-avoidant strategies to mask their internal struggles and this is a something we saw in the critical incident (Dai, 2000). Dweck argues that due to the links between obsession with achievement and fear of failure in gifted children, we should not constantly praise children's intelligence as it harms their motivation and performance because as soon as they hit a minor challenge in their academic work, their confidence will decrease and they give up immediately (Dweck, 2012). Koshy (2002) quotes that "*aspects of giftedness may cause some unique situations of stress*" (p.110). Thus, fear of failure is a clear example of these unique stressful situations and therefore it is clear that gifted children do suffer emotionally and we as professionals should understand ways in which we can help children with these issues.

Though, scholars have criticized the claim that gifted children tend to be more prone to fixed mindset and instead argue that they are in-fact more likely to take on a growth mindset (Makel et al., 2015). It is believed that due to their advanced mentality, they have much higher self-worth and can set meaningful goals and therefore stay motivated (Siegle,

McCoach & Roberts, 2017). This concept can be justified in the research project carried out by the National Association for Gifted Children (NAGC, 2018) that demonstrated that when gifted children's mindsets about school were measured against the average child, it was found that there was no major contrasts and in-fact the gifted children had slightly higher growth mindset scores overall. The research further produced evidence to show that majority of the gifted children believed that, "*intelligence can grow*" and fixed mindset may only occur when they are not challenged (NAGC, 2018). Therefore, this literature suggests that Child X in the critical incident may not have been suffering with fear of failure or fixed mindset but did not want to answer because they felt unchallenged. Moreover, certain scholars not only disregard fixed mindset, but believe gifted children have absolutely no different socio-emotional needs to their peers (Peterson, 2009). Cross even produced a series of myths surrounding gifted children, depicting that gifted children are just as or if not more mentally healthy than the average child (Cross, 2017). Peterson goes further to say that gifted children face the same difficulties as they peers including careers, emotional well-being and the ability to make peer relationships which disregards the idea of unique socio-emotional needs (Peterson, 2009). Though, weighing up all the literature, we can see there is more evidence that leans to the idea of gifted children having poor well-being as a result of the issues that come with their giftedness.

Reflection, Evaluation & Next Steps

The two main points we see from the literature is the idea of fixed mindset and fear of failure in gifted children and how emotional anxieties may impact their well-being. According to Gaesser, Smith and Hebert (2018) gifted children will be able to cope with the emotional difficulties that come with their giftedness better if they are encouraged to develop coping strategies. Additionally, to get out of the fear of failure fixed mindset, Burns and Martin (2019) suggest that goal setting is an effective way to form a growth mindset and allow gifted children to challenge themselves and improve. The section will discuss potential strategies that can be used in relation to the critical incident and that can be put into place for Child X.

I used the ARC model to reflect and analyse my four critical incidents, including the one discussed above. Though, in this section, I feel using Gibbs' Reflection Cycle (1988) will be a more useful way to reflect on my individual critical incident and it is very similar to the ARC model.

Describe

I observed a year four numeracy lesson and in the class was the class teacher and I as a non-participant observer. My critical incident arose when a more able and talented child (MAT) was asked a question in front of the class. Rather than answering a question that they were very capable of answering (I was told by teacher after the lesson she was MAT), Child X instead got very worked-up and emotional and refused to answer the question (see Appendix 3). Though when the rest of the class settled to complete their own work, Child X completed the task perfectly with no struggle. The focus that lesson was on numbers in the thousands and they had been doing this for a couple of lessons previously.

Feelings

I felt very comfortable when I began observing the lesson and was looking-forward to seeing how key stage 2 numeracy was taught, having only had most of my experience in the foundation phase. When the critical incident occurred I felt quite intrigued and taken back as I had never before come across a MAT child that did not want to push themselves, I had always had the perception that MAT children always wanted to answer questions and succeed for example. When the child began to get upset, I was anxious as I felt if I was the teacher in that present moment, I would not know how to handle the incident. I was impressed with how the teacher quickly diffused the situation by asking another child in the class to 'help' answer, so the pressure was taken away from child X (see Appendix 3). After the observation I researched why MAT pupils sometimes react this way and was presented with the information on fear of failure and emotional unwellness (see Literature Review). This allowed me to feel more confident in understanding the needs of a MAT pupil and how to deal with them.

Evaluation

I think that the MAT child felt immense pressure in that moment to get the question in front of the whole class, clear in her reaction and the fact she did know the information as she later completed the task. Whole class questioning is an Assessment for Learning (AFL) strategy so perhaps if a different form of AFL was used, this incident may have been avoided. For example, not all children, MAT or not benefit from one type of AFL. I think that the teacher could have used *think, pair, share* as just one example to build this child's confidence and perhaps get away from the idea of personal failure and instead have the comfort of a group around them.

Conclusion and Action Plan

If this incident were to occur more frequently, as a professional I would perhaps talk to the child to see if there were any socio-emotional issues like fixed mindset and fear of failure due to peer-pressure etc (see Literature Review) ,especially with well-being at the centre of the new curriculum.

If fixed mindset was an issue, like Burns and Martin (2019) suggested, I would sit down with the child individually and encourage them to write a list of personal goals they want to achieve by the end of the term to keep them motivated. I feel this would be a useful method as Siegle and McCoach's Achievement Orientation Model (2005), depicts that gifted students' motivation is kept through positive and achievable goal setting. I would also perhaps look ELSA programmes if signs of anxiety like getting upset kept frequently occurring so the child can develop the skills to become emotionally resilient (Psychology First, 2019).

Conclusion

This assignment has shown the use of critical incidents in professional reflective practice. It has allowed me to broaden my knowledge about more able children and how we cannot assume they are always healthy mentally, just because they are capable academically. In this evaluation I feel I have presented good reflective practice, a key skill in order to develop in the teaching profession (Welsh Government, 2019). I reflected on a critical incident, analysed it, showed my feelings and next steps, so if I was faced with a similar incident in the future, I would know how to deal with it. As a reflective practitioner in Wales, I feel this assignment has allowed me to meet quite a few of the new Professional Teaching Standards for Teaching and Leadership. Firstly, due to the nature of the incident with a gifted child's socio-emotional well-being, I have realised the importance of effective pedagogy and how the four purposes can be used to get the best out of children's well-being and progress (Welsh Government, 2019). Additionally, I feel this reflection encouraged meet the standard which focuses on parent-involvement. I can recognise how vital the relationship between home and school life is and how active involvement from both the child and their parents can contribute positively to achieving all four purposes (Welsh Government, 2019). Furthermore, I can appreciate the importance of the school environment and how this can promote or hinder, *"positive learning habits and behaviours"* (Welsh Government, 2019, p.23). Lastly, as a reflective practitioner I am now able to see why the Professional Standards place much focus on differentiation and individual pupil challenge, as well as pupil's own involvement in their progress. According to the new standards, *"learning materials and experiences are used to provide appropriate challenge to every learner...learners should relish the*

opportunity to extend themselves and exploit previous skills whilst seeking to develop new ones.”. (Welsh Government, 2019, pp.25-36). This directly relates to my critical incident and as a reflective practitioner I will continue to provide appropriate levels of challenge to each child and encourage pupil voice to ensure learners are always engaged in their own learning and progress and do not fall into fixed mindsets.

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Appendices

Appendix 1

OBSERVATION / FIELD NOTES 1

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19
Lesson details: Year 7 English Lesson- Mixed Abilities. Lesson was on an extract from Roald Dahl's Charlie and the Chocolate Factory. The pupils were learning how to write description pieces using a range of adjectives, as well as similes and metaphors when/ if possible. The pupils used the Charlie and the Chocolate Factory extract which described the inside of the chocolate factory, as inspiration to create their own piece of descriptive writing.
Classroom culture (Are the students focused on learning?) Majority of the children were focused throughout the lesson and got on with the task. The classroom's tables were set out in a way that meant the children were always facing the teacher which helped keep distraction to a minimum during the lesson. One child had to be moved from his friends due to his lack of focus on learning. When he was placed in between two children of a higher ability than him he thrived and was very focused on the task and seemed to enjoy doing so at the same time.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) From the start of the lesson it was very clear that it was an English lesson, specifically focusing on adjectives and description in fictional pieces of writing, but also essential grammar too. From this lesson it was clear that Roald Dahl's writing had been the focus for the past couple of lessons. The lesson starter promoted this purpose as the teacher had written two different paragraphs on the board, both had incorrect grammar in them. The children had to pick just one and correct the pieces by re-writing them in their books. Both paragraphs were different levels of ability, but the teacher allowed the pupils pick which one was best for them, rather than telling them. The main activity promoted the lesson's purpose of descriptive writing with adjectives as the children had to use inspiration from Roald Dahl to create their own descriptive about a chocolate factory.
Direction (Are the students clear about what they are doing and how to do it well?) A Learning Objective stating clearly what was expected of them and success criteria of how to achieve it was visible on the whiteboard, so each student was clear.

The teacher also used scaffolding (Vygotsky) by keeping the Roald Dahl extract on the interactive board throughout the lesson so the students could reflect back to ensure they are completing the task correctly.

Access and challenge

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

Despite the mixed ability class, all students could engage.

Examples of this were:

- Differentiated paragraphs for starter for pupils to choose (challenge was there through choice)
- Teacher discreetly handed lower ability child with a different worksheet that provided more scaffolding.
- 'Bonus Questions' (extension task) for higher abilities.

Assessment

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

Before: Teacher reverted to prior lesson to refresh memory and check learning had been successful. Did this through questioning and a 'random pupil approach' to ensure all were engaged and ready to answer is asked. Before teacher set students off on an independent task, the students were asked to use the 'thumbs up' method so she could check their confidence with the task ahead. All students with thumbs down were moved to one table so teacher could explain again.

During: Teacher moved around classroom constantly, asking individual pupils, 'are you okay?'

After: Only observed half of the lesson.

Specifics / Critical Incidents

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

Discreetness of differentiation for lower ability child, did not allow him to feel different.

Disruptive child- constantly wanted the teacher's attention, why?

Appendix 1



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 25/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): year 7 English Lessons

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Feeling more confident how to teach a class of mixed abilities. Found it useful to see how discreet differentiation is possible and how to deal with a disruptive child through positive rather than negative input.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth 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?"	Felt that the modelling aspect went well and all children were able to complete the written task successfully as a result. Felt that moving a disruptive child between two children of higher abilities was a great way to push this child positively. Teacher only ~~for~~ marked one of the two paragraphs that was on the board. This means that half of the class got teacher feedback.
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 bwysicaf? "What was the cause of the most important disappointing element?"	Teacher made ~~discreet~~ differentiation discreet by handing out a different worksheet to child on his way into class, meaning the other children were unaware. I would take this into account for the future. There was little disappointing parts to the lesson, I felt this lesson was very positive in terms of AFL, behaviour management and whole class engagement.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Next, I will ensure I plan enough time into my lessons to be able to mark all aspects and tasks. I will be more mindful of how to deal with disruptive behaviour in a positive way as clearly, it has beneficial impacts.
Y profiad newydd / Transformed experience	

Appendix 2**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 02/10/19
Lesson details: Numeracy- Reception Class. Practicing counting to number 10 in order and writing these numbers.
Classroom culture (Are the students focused on learning?) Students immediately engaged with a number counting song that encouraged them to get up and moving around whilst counting. Students split up between classroom teacher, teaching assistant and me for focus task, all based on counting to 10 and practising writing numbers 1-10 to ensure engagement.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Immediately clear numbers 1-10 was the focus, from the number song as the starter. Followed by the teacher explaining to the students what they were learning that day in maths.
Direction (Are the students clear about what they are doing and how to do it well?) Each group had a member of staff present to ensure they were clear how to succeed. Despite the skill being counting, two of the three tasks were related to the class' topic on night-time and nocturnal animals to make it more familiar to them. If a child was losing interest, the teacher would ask them a question, for example 'what number comes after five?' to get them engaged again.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All children were engaging in learning how to count to 10, even if they had free-choice, due to stations in the classroom (for example the tough spot outside) having number related activities. At first the lower ability children struggled with their number formation, but with some modelling they soon were able to overcome this. Due to the class groups being split in terms of ability, each activity could be slightly differentiated to ensure challenge.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Checking ability- asking children to draw the number in air with finger AFL- questioning, lollipop sticks to choose children to answer- "can you count to five for me please?"
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?

One child was able to count quite easily to 50 and visually recognise these numbers in order- MAT?
Direct teaching
Lots of children able to count to 10, but formation of numbers the wrong way around when writing.

Appendix 2



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 02/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Reception class - numeracy (1-10 numbers)

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	This incident was observed in my P+E1 class, so initially I was quite surprised that reception aged pupils didn't know numbers 1-10. However the teacher took away the struggle of some by starting with a number counting song. I also liked used familiar objects (lunch boxes to count). Now the teacher
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth 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?"	Lesson starter was very engaging - getting children on their feet to count. Counting their own lunch boxes took away focus from just maths and to real-life experiences. Despite most children knowing numbers in order when counting, many didn't know what the numbers visually looked like on paper. Teacher could have got all children back on carpet to go over this.
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 bwysicaf? "What was the cause of the most important disappointing element?"	Use of songs and visuals - Critical incident - child able to count and recognise numbers in order far beyond 10 as a result of the number threading fine motor activity. So would use this again. This was a positive incident -
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Next I would build on this child's number knowledge by bringing in songs that went past 10 (easy way to introduce these numbers to other children) and get this child to write these numbers in order as well as verbally say them.
Y profiad newydd / Transformed experience	

Appendix 3**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Year 4- Numeracy The focus of this lesson was numbers in the thousands/ 4-digit numbers. Children were learning how to say these numbers and recognise which number was bigger or smaller when presented with two numbers in the thousands.
Classroom culture (Are the students focused on learning?) Direct teaching to begin with, engaged whole class with activity on interactive whiteboard to start (children had to come up and move the numbers into bigger and smaller categories). One focus group with teacher and then the rest of the groups worked independently through task in textbook.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The children understood that the concept of a number in the thousands and that it was compiled of thousands, hundreds, tens and units (building on prior learning). They knew that the purpose was for them to be able to recognise the worth of a 4-digit number and the text-book questions supported this.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher modelled a few questions before setting them off on the task. She used a digital programme that allowed you to layer numbers to make a digit in the thousands (for example 4,000 could be layered with hundreds, tens and units to make 4,782 for example). This took away any confusion and showed the children how to complete the tasks successfully.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Different groups of children were given different page numbers in the textbooks to turn to and complete the tasks on that page. Upon looking at the textbooks it was clear that the difficulty of these tasks did differ, meaning the work was differentiated and all children were challenged in terms of their own ability. At the bottom of each page was an extension task for the more able children.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Before- 're-cap' starter from last lesson to check current knowledge and what she needed to achieve by end (this was through lollipop stick approach and questions, and hand-up to come up to the whiteboard and use the digital programme).

During- 'thumbs up' approach. Stopped them for a 'pit-stop' during tasks to check how they were doing.

Plenary- After task was completed, children had to all put either a red, amber or green circle at the bottom of their work (traffic lights) to show the teacher when she marks what each child needs working on for next lesson. Before the children went off to lunch they had to turn to a partner and tell them one thing they learnt about 4 digit numbers (peer assessment).

Specifics / Critical Incidents

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

- More able child (MAT as told by class teacher) refused to answer a question in front of the class, despite being very able to. Claimed she did not know the answer and got extremely upset in front of peers. Then successfully completed the work based around these questions with no struggle.
- **AFL:** Hands up approach- did not stick to this which meant children stopped putting their hand up to answer when they realised, they were not going to get picked. Though teacher realised this and turned to lollipop sticks.
- Peer assessment and self-assessment

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Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Different groups of children were given different page numbers in the textbooks to turn to and complete the tasks on that page. Upon looking at the textbooks it was clear that the difficulty of these tasks did differ, meaning the work was differentiated and all children were challenged in terms of their own ability. At the bottom of each page was an extension task for the more able children.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Before- 're-cap' starter from last lesson to check current knowledge and what she needed to achieve by end (this was through lollipop stick approach and questions, and hand-up to come up to the whiteboard and use the digital programme).

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Appendix 3



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26/09/19 - year 4

Digwyddiad critigol (Ffocws)/Critical incident (focus): MAT (more able and talented pupil)

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I had never come across before, a mat pupil who didn't want to push themselves always. However after coming home and analysing the incident, I realised why this incident may have occurred (Cred mindset, anxiety, peer pressure) all may have contributed.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth 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?"	When the teacher realised the pupil was getting rather upset, I like how she didn't continue to pressure for an answer but instead attempted to make it light-hearted by asking another student to help with the answer. I also felt that majority of children grasped the concept of identifying which thousands number larger. Quite disappointed that teacher failed to ask if MAT child was okay after incident. Part of the task involved subtraction/addition using the column method. though they hadn't yet been taught this method so lots of confusion.
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 bwysigaf? "What was the cause of the most important disappointing element?"	Use of the interactive whiteboard and getting children out of seat to answer questions as it kept them very engaged. Teacher being on duty after crying incident which means she had no time to discuss it with child. Also quite surprising at year 4, they didn't know the maths column method - this caused lots of disruption.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	make time for children's well-being and ask pupils frequently how they're doing etc. Also perhaps ensure you are aware of pupils' abilities before giving task to avoid major disruption when they come to a question they haven't done before. Next lesson I would start by teaching the

Y profiad newydd / Transformed experience
column method (e.g. 404) to take away the confusion and $\begin{array}{r} 404 \\ + 381 \\ \hline \end{array}$ be able to move on with their maths.

Appendix 4**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19
Lesson details: Year 7- Drama Learning how to act out an extract using 'mime' (encouraging expression through movement rather than vocals).
Classroom culture (Are the students focused on learning?) Drama lesson was held in a large hall which made the environment different from the typical classroom. Children sat on floor in big circle, (teacher sat with them also). Circle allows each child to be focused on the teacher.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Teacher made it clear right away that they would be reading an extract called 'Iron Man' and their focus was to act out through mime (they had been learning about mime previously, so children were very aware what was expected). Lesson activity was to get up and move around, acting the extract through actions while the teacher read it aloud. This promoted the idea of miming and other drama essentials like expression, movement and body language.
Direction (Are the students clear about what they are doing and how to do it well?) Asked children to build their own success criteria on how to successfully act out this extract. Asked children to give suggestions on what movements could be incorporated to act out certain lines (e.g big steps to show the Iron Man stomping). Due to the 'mime' aspect, every time someone spoke during the acting part of the lesson, the teacher would make them start from the beginning to ensure they knew that it was not appropriate to talk.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Teacher encouraged engagement from all children by joining in with the acting herself. This took away the embarrassment that sometimes comes with drama and made children feel more comfortable getting involved. Incorporated varied drama vocabulary. For example, would say narrative and story which allowed pupils' vocabulary to be broadened.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Before- discussion on how to be a successful mime and what they had already learnt about mimes. During- continuously asked 'are we being good mimes?' 'are these the best moves to represent this line?' Allowed the pupils to think and assess their own learning too.

After- think, pair, share through, 'what went well' and 'even better if'. So, discuss with a partner what you think went well in your drama performance and how you could improve if you done it again.

Specifics / Critical Incidents

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

AFL- hands-up approach wasn't stuck to and you could see children getting disheartened when the pupils who were shouting out were getting picked to answer. Teacher positioning- on their level on the floor, takes away their authority and made children feel comfortable. Constantly moved around during lesson to ensure everyone was being sensible.

Operant conditioning- as soon as teacher put hand up, the children knew to stop immediately and follow her direct

Peer-assessment- two methods linked together

Appendix 4



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 25/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): year 7 drama

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I found it interesting to see how drama lessons are taught outside of the classroom. I felt the teacher used the space effectively are constantly changed her positioning to ensure complete engagement. Though, it made me realise how ineffective the hands-up approach can be.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar 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?"	Use of space allowed the session to run smoothly - allowed engagement. learnt that teaching positioning is key and very effective in this lesson. Hands up approach actually stopped learning, complete engagement and quality answers, disappointed that the teacher only picked people in her direct eye-line, poor use of AFL in starter.
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 bwysicaf? "What was the cause of the most important disappointing element?"	Will take into account how effective teacher positioning is. Will get on the children's level to take away the hierarchy where possible. Cause of the in-effective AFL was caused by teacher picking the same children who were shouting up, despite asking for hands up. Some children aren't confident enough to shout out, meaning they never got the opportunity to answer.
Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	Solution - if you tell the pupils to put hands up, stick to it. Don't accept answers from pupils who shout out even if it is correct. Next I will review the use of AFL in all lessons and ensure I stick to my chosen approach.
Y profiad newydd / Transformed experience	