

**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.**

Tripp (2011) defines a critical incident as *'the unremarkable and everyday events that make up our routine professional lives that are often the best indicators of the patterns and values that underpin our practice'* (Tripp, 2011 p.40). Whilst carrying out observations to identify a critical incident, there was already a present interest in Assessment for Learning techniques. It was hoped that observations would uncover a range of these methods being used in the classrooms to identify as a critical incident for the purpose of this research.

With the imminent introduction of the New Curriculum for Wales, there has been much focus on how it will be implemented in the classrooms. The 'Four Purposes' lend themselves well to the Assessment for Learning model of teaching and a social constructivist approach to education. During observations, incidents of AfL approaches were clearly visible and created an interest in how these approaches have been applied and researched on a large scale, especially the incident as per Appendix 2. A visible success criteria and its importance in students understanding, as well as its links with and effect on with peer and self-assessment on students learning appears to be widely accepted as successful approaches, however, the implementation and understanding of the approaches appears to vary between teachers and has come in for some criticism.

Whilst formative assessment was first discussed as a 'term' around 50 years ago by Michael Scriven (Wiliam, 2014), the increase in strategies for formative assessment, or AfL as it is also branded, is as a result of research by the likes of Wiliam and Black with their Black Box series and the subsequent research that supported their findings. Coe (2013) claimed that after the publication of Black and Wiliam's research, AfL became *'the focus of national policy, widely endorsed by teachers and supported by extensive government training'* (Coe 2013 cited in Christodoulou, 2016).

This review will aim to look at the connections between a small number of AfL approaches that were witnessed in classroom observations and the support and criticisms (or in this case, the lack of criticism) around those methods.

The observed critical incidents occurred in an 11-18-year-old English-medium Comprehensive School in South Wales, with around 1250 pupils of mainly white, British origin. The catchment area is varied, with a range of affluent areas and a number of deprived areas. The school has a below average subscription of free school meal children (Estyn 2016). The school has a very strong ethos, which appears to be consistently applied throughout the school.

The lesson where the critical incident took place was Music, with a class of mixed ability Year 7 pupils. The observation took place very early on the school year (September) and the students had very little prior school experience of the lesson in question, or in fact of the school itself.

The lesson observed was the first lesson of the day. It was a music lesson, a subject they had only had one previous lesson in. The teacher greeted the children the door and gave instruction to pupils as they entered the classroom. Students appeared very excitable prior to entering the class, but upon being greeted they did conform and enter the classroom respectfully, obeying the teachers' instructions immediately. Upon discussions with staff members after the lesson, it was noted that this is a school wide initiative, where students are met and greeted at the door to each classroom at the beginning of lessons and sent away from the classroom in a calm and efficient matter (referred to by the school as 'meet and greet' and 'end and send').

During all observations noted in Appendix 1-4, the BERA (2018) guidelines have been followed, especially those referring to the anonymity in Point 40 of the guidelines. Every attempt has been made in this document to allow the school, teachers and students to remain anonymous.

Whilst a preferred method of observation in the current circumstances would have to been to record the lessons being taught, this appeared practically impossible due to the ethical guidelines that would need to be followed and the accompanying paperwork that would be required to obtain permission to record pupils as a result of the short timescale available. However, the non-participant observation appeared to suit the circumstances for this particular research as we were limited on time and as non-participating members of the classroom, note taking appeared to be the less intrusive option. This 'inactive and known' approach to observation is typically used in observations of children (Newby, 2017).

Upon prior reflection, the recording of the class could have caused a form of unintended effect in the behaviour of pupils, more commonly referred to as the 'Hawthorne Effect'. This is when behaviour in the classroom changes as a result of the observer's presence, regardless of your interaction within the setting (Kumar, 2014). However, it can never be guaranteed that what was observed in all observations noted in Appendix 1-4 were not affected in some magnitude

by our presence. Cohen, Manion and Morrison (2000, p.129) also raise concerns about the validity of the observation method in relation to the '*subjective and idiosyncratic nature*' of observations, raising doubts as to the outcomes of such observations in relation to whether the observed incident would be applicable in other situations.

The collection of information for the purpose of observations was note taking. Due to the short term nature of the observations, qualitative data was preferred to quantitative data as the narrative from qualitative data often provides more information on a matter which in turn allows a deeper insight into the incident (Kumar, 2015). Newby (2014) also claims that the qualitative data produced in such observations was a naturalistic approach, with the data being collected in the most natural setting as possible, which would be a possible solution to limiting the possible adverse effect of the Hawthorne Effect.

However, Kumar (2015) also notes the disadvantages of note taking in observation lessons, such as missing important incidents while writing and not being conscious of prior events in that class. Kumar also highlights the risk of an unconscious bias as a result of note taking – these words are written in the researcher's language and could therefore be interpreted in different ways by different people.

There are many other methods that could have been used in this research, such as the interview method, questionnaires, open and closed questioning and many more, but in these circumstances, with the limited time available to observe and collect information, it appeared that non participant observation, whilst recording via notes, would be the more suitable option.

During the incident in Appendix 2, upon settling the class in a very positive, calm and efficient manner, the teacher (Teacher A) immediately started the lesson with a recap from the last week which took the form of a general conversation with the class about what they had learned. Teacher A then drew a table on the white board at the front of the class, with three column headings – Level 4, Level 5 and Level 6. The teacher explained where the students were currently, using the words that the students had used during the general recall conversation. The teacher then asked the students to create the rest of the success criteria and suggest what they thought they should be able to do at the higher level (Level 6 in this instance). The students quickly identified what they believed would be the top-level criteria and quickly completed the middle level (Level 5) with some ease. Teacher A asked a number of the class to assess themselves on their performance of last weeks lesson. It was astounding how many students assessed themselves at the bottom level, with there being a general assumption that students would possibly exaggerate. Upon speaking to Teacher A after the incident, it was highlighted that in Teacher A's experience, where the students helped create their own criteria they were generally quite caution with their own assessments and Teacher

A found it one of the more useful Assessment for Learning (AfL) techniques within the classroom.

Implementing (AfL) techniques is something that has been discussed for decades, with different methods proving favourable at various times. However, with the introduction of the new Curriculum for Wales, attention has appeared to shift further towards AfL approaches. Two of the purposes of the new curriculum focus heavily on pupils being ambitious capable learners and enterprising creative contributors (Donaldson, 2015). This could link well a collaboration in relation to success criteria may be seen as a simple step towards this - possibly leading to a pupil led success criteria in time. The links with peer and self-assessment with the success criteria and the new Curriculum appear obvious as the Donaldson Report even suggests that *'involving children and young people in assessment will encourage them to take greater responsibility for their own learning. (Donaldson,2018)'*

The incident observed in Appendix 2 clearly seemed to effect the attitude of the students towards the ownership of their work, possibly suggesting that the impact of the imminent introduction of the new curriculum is already proving to have an effect on teaching in Wales.

The sharing and collaboration of a success criteria may appear to be a common-sense approach to education and success as it is a clear indicator as to how pupils can clearly identify the steps required for them to improve their understanding and success in a subject. Black et al (2003) and Clarke (2008) state that students will find it difficult to achieve goals if they do not know what the goal is in real terms and how they can improve from their current position. By sharing the success criteria from the beginning of a task or subject, students will know where they are and where they want to aim for. Therefore, it could be suggested that the sharing of the success criteria is vital in every lesson. It appeared to be vital in the observed critical incidents in Appendix 2 and Appendix 3, as students instantly assessed themselves at a level and continued to work on the aspects they needed to improve to reach the next level.

The Assessment Reform Group (ARG, 2002) also highlighted the importance of sharing the success criteria with one of their 10 Principles being *'commitment to learning goals and a shared understanding of the criteria by which they are assessed.'* The ARG also stated that it was important that the criteria was shared in terms and language that the students themselves would understand, which would suit the argument for a collaborated success criteria which is guided by the teacher but worded by the students, which is what occurred in the incident described in Appendix 2. Clarke (2008) however, states that the success criteria should always be generated by the students or there is little impact on the learning taking place. Although it could be argued that it is not always possible for a student only generated

success criteria, for example, in the incident that occurred in Appendix 2 it would be incredibly difficult for the students to create a complete success criteria as they were only on the second ever lesson in this topic (music) and were therefore unaware of the progression required. With prompting from the teacher and leading questions, the success criteria were created as a collaboration. This is view shared by Read and Hurford (2010), in which they also recognised that a completely student led success criteria was not always practical or possible.

However, Hattie (2009) states that it is not just the students that need a visible success criterion, but also the teachers:

Teachers need to know the learning intentions and success criteria of their lessons, know how well they are attaining their criteria for all students, and to know where to go next in light of the current students' knowledge and understanding and the success criteria. (Hattie, 2009)

This suggests that the success criteria is just as important for the teacher to understand and negotiate as it is for the student.

Didau (2015) on the other hand states that, along with other AfL methods, success criteria has become another 'educational buzzword' and the intentions of the success criteria have been reduced to simplified steps of what students need to include in their work, which in turn leads to a '*superficial learning*' rather than a clear understanding of the topic (Didau, 2015).

Clarke (2008), although believing success criteria needs to be pupil generated, accepts that success criteria is important when also linked with self/peer-assessment as a joint AfL approach. Black et al (2003) appears to agree, claiming that for students to be able use the information included in the success criteria, they must be able to assess what they need to do to reach their goal. This would also coincide with the work of Hattie (2012) who claims that the most powerful learning occurs when the students become their own teachers and use peer/self-assessment to evaluate their work. Clarke (2008) also believes that by using a shared success criteria and self/peer assessment, there are a number of other positive outcomes, such as raised self-esteem, higher quality of work and more confidence within students, which would fit in with the views of social constructivists such as Vygotsky (1978), who believed that social interaction benefited learning. This also appears to align well with the four purposes of the new curriculum for Wales.

Using peer and self-assessment along with a visible success criteria appeared to work well together in the observations carried out in Appendix 2 and 3. The sharing of the success criteria was the initial incident, which was then followed by a self-assessment sheet to run throughout the term. Pupils were asked to assess their performance to date and then update

their assessment for the end of the lesson, with some demonstrating their learning to the class for additional peer assessment. What was interesting was that no student was disheartened when improvements were suggested by their peers; they instead appeared to be more motivated to improve their future performance. Black et al (2003) state that this form of peer assessment should be taught to all pupils, as it endorses desired values and helps students reach objective self-assessment. They even go on to further endorse the method claiming that the process of peer and self-assessment create outcomes that are not achievable in any other way. Wiliam (2018) also confirms that there appears to be greater success when students speak to each other about work as they appear to speak to each other using different language to that of the teacher, which Wiliam refers to as '*shorthand communication*' (Wiliam, 2018 p.157).

Crichton and McDaid (2015) also confirm that success criteria and self/peer assessment work well together to promote greater learning autonomy, which again would promote the collaboration between students and pupils in relation to the success criteria. Current policy makers and educational leaders promote this collaboration to allow a clear purpose to the work (Stobart 2008, Hattie 2009). Swaffield (2009) claims that not collaborating in such a way, produces a 'procedural, ritualistic' process which does not facilitate a deeper understanding (Swaffield (2009), cited in Crichton and McDaid (2015)).

However, Didau (2015) argues that AfL approaches including peer and self-assessment to provide formative feedback was being used in classrooms more and more as a result of Hattie's Visible Learning, but that the figures in Hattie's study were not all as great as his largest effect size would suggest. Even Wiliam (2011) indicates that not all feedback elicits a positive response (Wiliam, 2011 p.115). Although even Didau (2015) himself realises that feedback is important, although it needs to be the right type of feedback in the right situation or risk turning students into '*Feedback junkies*' (Didau, 2015 p.256).

While Black et al (2004) define such AfL techniques as '*providing information that teachers and their students can use as feedback in assessing themselves and one another ... the evidence is actually used to adapt the teaching work to meet learning needs*' (Black et al, 2004 p. 10), Didau claims that assessing students work in the space of a single lesson and amending future lessons to suit is wrong, as it is impossible to gauge learning of a topic in a lesson where it is being learnt (Didau, 2015). Didau claims that the techniques discussed in the AfL strategies by theorists such as Wiliam and Black are actually measuring performance rather than learning.

Although it is generally accepted that AfL techniques can be effective, Crichton and McDaid (2016) state that there has been very little research into how the techniques are implemented.

Shavelson (2008) also suggested that whilst AfL can be successful, there is still a lot of work to be done to improve the implementation of AfL within lessons, rather than being used as a tokenistic add-on. Boyle and Charles (2010, cited in Crichton and McDaid, 2016) raised concerns after their studies found a high percentage of AfL teaching practices actually differed greatly from what practices the teachers themselves actually believed they were applying.

Vlachou (2015) found that although AfL strategies were being discussed and implemented to a degree in schools, there still appeared to be a lack of understanding in the purpose of AfL and its basic principles. Vlachou (2015) also noted that teachers failed to recognise the links of AfL with 'pedagogy and effective learning' (Vlachou, 2015).

Christodoulou (2016) claims that while AfL has appeared to be a widely accepted technique in teaching, the effectiveness has been limited, partly due to Government intervention. Christodoulou believes that the Government involvement was too centred around improved results, therefore missing the whole point of AfL and promoting strategies that were more Assessment of Learning, or summative assessments. Wiliam (2013) also noted this confusion, stating that he wished he had referred to AfL as responsive teaching, removing the word assessment altogether as it appears to be causing confusion as to the main principles of AfL.

Whilst the critical incidents discussed initially interested me for their possibility of success in classrooms and the way they were able to be applied in almost all situations, throughout the review of the literature it has been astounding how little criticism there is in relation to the AfL methods of a visible success criteria and peer/self-assessment. Whilst there is debate as to the ways in which the methods are implemented and the possibility of a negative impact on learning if the methods are not implemented correctly, there is very little doubt about the actual effects of the method when they are implemented correctly. Whilst educational theorists such as David Didau and Dylan Wiliam have a constant war of words over AfL, there appears to be very little factual criticism of AfL techniques.

However, there does appear to be a degree of criticism of the short term effectiveness of learning whilst using peer assessment and self-assessment, but I am of the opinion that this short term 'snapshot' with qualitative data is more effective than large scale quantitative data that would be gained in summative assessments. Formative assessment and AfL techniques can give insights into current learning and of course this will impact how future lessons may be taught. A summative assessment may come at the end of a topic, by which time it is too late to address any issues or misconceptions that may arise.

Although with the new curriculum relying heavily on AfL techniques, there may need to be a consistent approach throughout teaching towards these methods in an attempt to avoid any of the negative outcomes suggested.

The critical incidents viewed in Appendix 2 and 3 both produced positive effects on the students learning and understanding that was visible to see. The notion that they had created the success criteria and understood the steps to improve their learning appeared to enthuse the students. It would be interesting to see how the methods would be applied in less practical subjects, but it is surely something that can and could be adapted. I am not musically talented in any way, but the way that teacher X applied the methods in the classroom made me feel like even I would be able to gain some kind of success from the lesson (as per the ARC reflective model sheets shown in appendix 6). The reaction from the students was also positive, especially when they self and peer-assessed at the end of the lesson and could see that they had improved. From what I observed in these incidents, I aim to ensure that I apply a number of AfL techniques in my teaching. From the sharing of the success criteria, to peer and self-assessment (when appropriate), as well as other methods observed in different lessons, such as scaffolding and APK to name a few. There appears no valid reason as to why certain AfL methods cannot be applied in all lessons.

Tripp (2011) confirms that *'In analysing events to create critical incidents, we are usually trying to confirm (verify) something we already suspected (hypothesized), but analysis can also reveal something entirely new'* (Tripp, 2011 p.43). The analysis of the implementation of the success criteria and peer/self-assessment identified to me how all AfL approaches can be used as stand alone strategies or even better, they can be interlinked with other strategies, for example, peer and self-assessment would work well with scaffolding strategies or modelling. The analysis has also identified the importance of teaching the students the skills to compliment these techniques to reduce the risk of any negative impact.

As a future educator, the ability to critically evaluate and respond to critical evaluation is paramount. Dewey (1916, cited in Yost, Sentner and Bailey, 2000) believed that this skill was the most important in being a successful teacher. Yost, Sentner and Bailey, (2000) claim that the skills held by a reflective practitioner are essential in assessing current practice and making amendments as required to improve. The field notes taken in these observations were not anything that would make them stand out, but upon reflection and whilst using the ARC model to reflect on observed incidents, a mundane and common incident did in fact become critical.

With the introduction of the new Professional Standards for Teaching (2019), the need to be an effective critical evaluator is greater than ever. The five main purposes of the standards all

link explicitly with reflective practice and the constant quest for improvement in each of the standards. The main factor within the five, Pedagogy, is broken down into three sections (refining teaching, advancing learning and influencing learners), all of which will require a high degree of critical thinking and reflective analysis to be successful. As an observer of such practices already and being involved in a forward thinking network of schools, the opportunities to observe and participate in critical analysis and reflective practise will hopefully be plentiful.

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Appendix 1:

OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date: 25/09/2019	
Lesson details: Year 9 History Class - Mixed ability. Comprehensive school in affluent village community; mixed catchment area 4.3% free school meals.	
Classroom culture (Are the students focused on learning?)	
Yes. All pupils attentive and polite. Respect for teacher clearly evident.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	
Yes. Teacher outlined last weeks work as a refresh with closed questioning and explained the lesson aims clearly to the children. Readings provided and challenge of summarising different medical treatments in to 22 words (22 box challenge). Teacher also explained the reasoning behind task - summarising quickly will be an essential skill when sitting GCSE papers.	
Direction (Are the students clear about what they are doing and how to do it well?)	
Few questioned whether it had to be 22 words exactly or just under 22 words. All students were engaged in task.	
Access and challenge	
	(Are all students able to engage in the lesson? Are all students challenged?) Yes - some may choose to do 22 words exactly. Some may just summaries as short as possible. Differentiation more likely in the outcome. Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? n/a - there was no assessment during my observation, but books were given in at the end of the lesson - assume these would be marked. Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Yes. The teacher, throughout the lesson, did not use a single negative word. All her instructions and recall were positive. One incident stood out where a group of 4 students became a little disruptive. Instead of reprimanding them immediately, the teacher listened to their dispute, which turned out to be in relation to the topic/task. The teacher instantly reminded pupils to keep on task and said that their thoughts would make for a very good class discussion later. The teacher had dealt with the situation in a calm manner, again with no negative words or tone.

Appendix 2:

OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date: 26/09/2019	
Lesson details: 1 st Lesson with year 7 class. Mixed ability. Music with Miss D. School in South Wales village, just outside a large town. 11.9% of pupils on free school meal.	
Classroom culture (Are the students focused on learning?)	
Yes. All students lined up outside the classroom. Entered respectfully. Took seats in an orderly fashion and obeyed teacher instructions.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	
To Improve learning from last week by way of self-assessment. Pupils to learn 4 lines of a tune (Ode to Joy) on the keyboard.	
Direction (Are the students clear about what they are doing and how to do it well?)	
Clear success criteria created by students (with teacher led questioning). Self-assessment opportunities throughout.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	
	All students involved. Teacher provided materials for students who had not brought their own. No student given a specific target. All asked to improve on last week. Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher provided assessment sheets at the start of the lesson. Sheet divided into sections for each lesson. Last weeks lesson was first and students had to mark their progress of learning a tune on the keyboard (one line - 25%, two lines - 50%, 3 lines - 75% and 4 lines - 100%). Students had to also predict the progress made for the next lesson. Teacher asked the students to create a success criteria for Levels 4-6 in relation to their assessment in the next few weeks. Teacher led questions and a success criteria was drawn at the front of the class - visible to all in clear, pupil suggested language. Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? The drawing of the success criteria by the pupils as a result of teacher led questioning. Why would this encourage the children? Why would this be better than the set success criteria? Will children respond to this?

Appendix 3:

OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date: 26/09/2019	
Lesson details: 1 st Lesson with year 7 class. Mixed ability. Music with Miss D. School in South Wales village, just outside a large town. 11.9% of pupils on free school meal.	
Classroom culture (Are the students focused on learning?) Yes. All students lined up outside the classroom. Entered respectfully. Took seats in an orderly fashion and obeyed teacher instructions.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) To improve learning from last week by way of self-assessment. Pupils to learn 4 lines of a tune (Ode to Joy) on the keyboard.	
Direction (Are the students clear about what they are doing and how to do it well?) Clear success criteria created by students (with teacher led questioning). Self-assessment opportunities throughout.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	

All students involved. Teacher provided materials for students who had not brought their own. No student given a specific target. All asked to improve on last week. Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher provided assessment sheets at the start of the lesson. Sheet divided into sections for each lesson. Last weeks lesson was first and students had to mark their progress of learning a tune on the keyboard (one line - 25%, two lines- 50%, 3 lines -75% and 4 lines - 100%). Students had to also predict the progress made for the next lesson. Teacher asked the students to create a success criteria for Levels 4-6 in relation to their assessment in the next few weeks. Teacher led questions and a success criteria was drawn at the front of the class - visible to all in clear, pupil suggested language. Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? The self assessment method of the pupils in order to measure improvement overtime. Is this a fair way of monitoring assessment? Would the teacher need other methods to gauge improvement? What other forms of assessment could be used in this situation? Can pupils self assessment patterns be predicted?

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Appendix 4:

OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date: 26/09/2019	
Lesson details: 3 rd Lesson with year 7 class. Mixed ability. Religious studies with Ms.M. School in South Wales village, just outside a large town. 11.9% of pupils on free school meal.	
Classroom culture (Are the students focused on learning?) Students stood outside the classroom awaiting the teacher instruction to enter. Entered calmly and were greeted by the teacher. Sat at desks quietly and student chosen to give out workbooks.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) To use the learning from last week and combine the individual stories (Hinduism and the story of Rama and Sita) to form a clearer understanding of the whole story. Refresh given at start, adjectives given to be used in students attempts to write a short summary of events.	
Direction (Are the students clear about what they are doing and how to do it well?) Yes, modelling provided.	
Access and challenge	

(Are all students able to engage in the lesson? Are all students challenged?) Yes, sentence starters provided and sheet of possible adjectives given. Higher ability pupils used their own adjective. Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Teacher randomly selected students to read their summaries aloud to class. Teacher also visited a number of pupils to assess understanding throughout the lesson. Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? At the end of the lesson, the teacher set a challenge. The challenge was to use scrabble style letter scores to spell high scoring words from the story. The reaction and enthusiasm from the pupils was astonishing. Setting a simple numeracy and literacy task and linking it to a challenge/competition appeared to increase students participation. It would be interesting to see if there are theories in this area that have looked at studies aimed at promoting student participation in usually mundane activities.

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Appendix 5

 Yr Aithrofa Ysgol Yr Aithrofa Education and Research	
Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model Dyddiad/Date: 25/09/2019 Digwyddiad critigol (Ffocws)/Critical Incident (Focus): Positive reinforcement	
Teimladau/ Feelings Beth yn eiddo teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	Very positive when leaving the class, but then confusion when reflecting. Even though the students were spoken to in a positive manner when going slightly off task, does this address the issue? Do students then believe that it is ok to go off task?
Cofio a Deall/ Remember and Understand Aethu'n ystyried y profiad a'r profiad? "Can you list the aspects of the learning experience that were well?" Aethu'n ystyried y profiad a'r profiad? "What were the elements of the learning experience that were disappointing?"	The students had two different types of worksheets – one information booklet and one answer booklet. They were told to read the information on certain pages and appendage each sub-heading with 22 words. The teacher also differentiated by stating that it was a real challenge to get 22 words exactly, but she would accept a summary of less than 22 words for those who were finding it difficult. The teacher explained the task at the beginning, but also explained why it was being done (to get used to summarizing information for exams). The teacher also related the lesson to Wales, showing different types of medicinal remedies that were available in Wales prior to the introduction of medicine as we know it. The students generally got on with their tasks in an efficient manner. When there were questions the students raised their hands and the teacher responded immediately. The teacher also walked around the class to check that all students had understood the instructions given at the beginning, which it appeared they all had, whilst also offering help to any student who wished to receive it. Every question was greeted with a positive response. The teacher provided a clear set of instructions at the beginning of the lessons, ensuring there was very little doubt in what the task ahead was. The teacher also outlined clear learning objectives and explained to the class why they were being implemented.
Gwerthuso a dadamsoddi/ Evaluate and analyse Beth ffordd i'n ystyried y profiad a'r profiad? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos y'r eiddo teimladau ynghyd y profiad? "What was the cause of the most important disappointing element?"	Whilst observing this lesson and a number of other lessons at this particular school, it was apparent that this positive reinforcement was a school wide initiative. It interested me as to whether this was a result of an internal policy or as a result of external training that the school staff had undertaken. It would also be interesting to see how the methods could be transferred to a less obedient class and whether those students would respond in the same way as those in the observed incident. I would also be interested in seeing how these strategies could be applied in my own teaching and look forward to attempting to recreate the success of the teacher in this incident. Due to the nature of this class (mixed ability in an affluent school area), there were very few behavioural issues to address. However, the methods promoted here may not be as effective in other instances and it would be interesting to see this play out in different school setting. With the task that was set being a learning of information and a skills lesson, it was interesting to see how small the differentiation was in class. The students will still need to sit the same exam paper at the end of the Year and therefore the teacher clearly felt it was necessary for very little differentiation in the task itself. It would be interesting to see the results of the 22 word challenge and the progression of this type of challenge throughout the school year as the students move on.
Y profiad newydd / Transformed experience	

Appendix 6:

 Yr Aithrofa Ysgol Yr Aithrofa Education and Research	
Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model Dyddiad/Date: 26/09/2019 Digwyddiad critigol (Ffocws)/Critical incident (focus): Success Criteria	
Teimladau/ Feelings Beth yn eiddo teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	This lesson left me feeling quite excited and overwhelmed. To see how the students reacted to the creation of the success criteria was amazing – targets were written in a clear and understandable way to the students and not one of the students seemed to find them daunting; they took them for exactly what they were – something to aim for
Cofio a Deall/ Remember and Understand Aethu'n ystyried y profiad a'r profiad? "Can you list the aspects of the learning experience that were well?" Aethu'n ystyried y profiad a'r profiad? "What were the elements of the learning experience that were disappointing?"	The students assessed themselves against the criteria from their current position in relation to the learning of the piece of music and then aimed to achieve the next level. The teacher also modelled the skill required for each level so if there was any doubt at all in the wording of the criteria, the students all knew exactly what it meant. The use of self-assessment at the beginning and end of the lessons also appeared to enthuse the students as there was visible and notable progress being made. Whilst a number of students volunteered to be peer assessed towards the end of the lesson, not one of the assessors gave negative comments, only comments that would improve the volunteer's performance.
Gwerthuso a dadamsoddi/ Evaluate and analyse Beth ffordd i'n ystyried y profiad a'r profiad? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos y'r eiddo teimladau ynghyd y profiad? "What was the cause of the most important disappointing element?"	This lesson fascinated me as a whole. It would be good to see how these AFL methods could be transferred to a less practical lesson where progress may not always be so visible. However, in practical lessons such as this, these approaches appear to be a very useful and advantageous part of the class. However, what was lacking was the differentiation aspect of the lesson. Even though the success criteria were visible, there may have been pupils in that class who were not musically talented at all, or just did not have the confidence.
Y profiad newydd / Transformed experience	

Appendix 7:

File Tools View Appendix 6

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Peer and Self Assessment

Profiad/ Experience	
Teimladau/ Feelings Beth yn eich teimladau ynghyd â'r profiad? "What are your feelings regarding the experience?"	This lesson left me feeling quite excited and overwhelmed. To see how the students reacted to the creation of the success criteria was amazing – targets were written in a clear and understandable way to the students and not one of the students seemed to find them daunting; they took them for exactly what they were – something to aim for. When they were asked to assess themselves, they did so with honesty and when asked to peer assess, they provided constructive criticism in a positive and mature way.
Cofio a Deall/ Remember and Understand Atchafu i'r nodweddau a'r profiad yn dda? (Can you list the aspects of the learning experience that went well?) Fa effemau a'r profiad dda yn dda? "What were the elements of the learning experience that were disappointing?"	The students assessed themselves against the criteria from their current position in relation to the learning of the piece of music and then aimed to achieve the next level. The teacher also modelled the skill required for each level so if there was any doubt at all in the wording of the criteria, the students all knew exactly what it meant. The use of self-assessment at the beginning and end of the lessons also appeared to enthuse the students as there was visible and notable progress being made. Whilst a number of students volunteered to be peer assessed towards the end of the lesson, not one of the assessors gave negative comments, only comments that would improve the volunteer's performance.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth foddach chi'n cadw'r un fath i'r ochr dda? (What will you keep the same to ensure effective teaching and learning in the future?) Beth odd achos y'r effemau dda? (What was the cause of the most important disappointing element?)	This lesson fascinated me as a whole. It would be good to see how these AfL methods could be transferred to a less practical lesson where progress may not always be so visible. However, in practical lessons such as this, these approaches appear to be a very useful and advantageous part of the class.

Casgliadau a chymau gweithredau/ Conclusions and actions Beth yn eich credu posibl i'r materion dda? (What are your possible solutions to the disappointing issues identified?) Beth ydych chi mynd i'r afael â'r mater? "What will you do next?"	However, what was lacking was the differentiation aspect of the lesson. Even though the success criteria were visible, there may have been pupils in that class who were not musically talented at all, or just did not have the confidence. As this was only the second lesson on this matter, all students were at a lower level of success. It would be interesting to see how this task progressed over the weeks and if there was some aspect of differentiation introduced once the teacher had identified if there was any required.
Y profiad newydd / Transformed experience	

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Appendix 8:

File Tools View Appendix 7

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Challenge and Literacy and Numeracy Framework

Profiad/ Experience	
Teimladau/ Feelings Beth yn eich teimladau ynghyd â'r profiad? "What are your feelings regarding the experience?"	This was a very positive lesson, with students examining the story of Rama and Sita from the Hindu religion. The teacher taught in an exciting way and was clearly very knowledgeable about the topic. The students also appeared to be interested in learning.
Cofio a Deall/ Remember and Understand Atchafu i'r nodweddau a'r profiad yn dda? (Can you list the aspects of the learning experience that went well?) Fa effemau a'r profiad dda yn dda? "What were the elements of the learning experience that were disappointing?"	The students were asked to draw a story board of the events that they had already discussed in a prior class. Their storyboards were to have no words. Once completed, the students were told to write a few paragraphs on the events, but using adjectives to describe the characters. Students were given a list of suitable adjectives, but MAT students chose their own. At the end of the lesson, a numeracy challenge was set using scrabble bricks – the students had to create the highest scoring word in relation to the work they had done today.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth foddach chi'n cadw'r un fath i'r ochr dda? (What will you keep the same to ensure effective teaching and learning in the future?) Beth odd achos y'r effemau dda? (What was the cause of the most important disappointing element?)	The ease of the implementation of the literacy and numeracy framework in the lesson was great to see and highlights how it can be done as a PART of the lesson rather than a tokenistic add on.

Casgliadau a chymau gweithredau/ Conclusions and actions Beth yn eich credu posibl i'r materion dda? (What are your possible solutions to the disappointing issues identified?) Beth ydych chi mynd i'r afael â'r mater? "What will you do next?"	There are many ways that the literacy and numeracy frameworks can be implemented in lessons and by observing lessons such as these, I have gained many techniques for this to be transferred to my own teaching practice.
Y profiad newydd / Transformed experience	

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