

**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.**

Over recent years, the use of critical incidents within education and teaching has been a widely used qualitative based research method (Le Mare and Sohbat, 2002 and Parker, 1995 cited in Shapira-Lishchinsky, 2011: 649). When addressing the different critical incidents seen within education, examples can vary from positive events to challenging or negative experiences (McGarr and McCormack, 2016) which are all being created within the learning and not just 'things' (Tripp, 2012). Although many critical events may differ, some may be classed as a major event and others can be noted not to be as dramatic (Tripp, 1993 cited in McGarr et al, 2016) and not to involve a lot of tension (Shapira-Lishchinsky, 2011). To make an event which occurs in the educational context a critical incident, it is the attachment of meaning to an incident (Tripp, 2012) and its significance to the teachers around them (Shapira-Lishchinsky, 2011). Examples of critical incidents within education can vary from bad behaviour in the classroom, the more able and talented pupils, wall displays, and other factors of the classroom including staff.

Critical incidents within education can be used in many different ways, however one example by McGarr et al (2016) suggest that the critical incidents can be used to challenge teachers to reflect on one's practice. As noted by Selmo and Orsenigo (2014), reflection is useful as it gives opportunity to discover, articulate and act. Reflecting on what teachers do within the educational context is also crucial to the development of professional judgement (Tripp, 2012 and Selmo et al, 2014). Sharing critical incidents with others can also promote reflection and provide the pathways to gain insights into the increasingly diverse learning community (Pui-Lan, Brown, Delamarter, Frank, Marshall, Menn and Riggs, 2005). Within the twentieth century, it was John Dewey who first introduced the concept of reflective thinking (Roffey-Barantsen and Malthouse, 2013) and much of the work in accordance with reflection is grounded in his work (Walshe and Driver, 2019). Dewey (1933 cited in Selmo et al, 2014) argued that learning through experience was enriched and improved when reflecting on experience also. However, research across the past few years has identified some possible difficulties with the notion of reflection as some teachers and practitioners within education can find it difficult to confront, analyse and evaluate their own practice (Walshe et al, 2019).

For the purposes of anonymity and protection for the schools and pupils involved with the critical incident observation, this essay will follow the BERA (2018) guidelines to ensure anonymity at all times. For this purpose, the school used for the critical incident will be referred to as School A instead of their actual name. School A is situated in a suburban area in the West of Swansea, with 170 pupils between the ages of three and eleven within seven mixed-age classes. In addition to these classes, the school offers a part-time nursery and two separate specialist teaching facilities for pupils with a range of learning difficulties. Around 38% of the pupils are identified to have additional learning needs, with 16% of these being in the separate specialist teaching facility holding a statement of additional learning needs. It was estimated within the most recent Estyn report that 23% of the pupils are entitled to free school meals which was noted to be slightly above the national average (Estyn, 2017).

In order to conduct the research to gather information and data in accordance with a critical incident within the school environment, the method of research conducted was through observations. Before conducting this research, it was crucial to research into the various different methods of observation work that can take place within an education setting. Although there are many different types of observation, some being structured or unstructured and some possibly more formal, it was important to identify the most appropriate means of observation for this particular task. Many researchers identify the use of critical incidents within education through linking with the basic principles of using case studies within research. As noted by Cohen (2000), within observing a case study there are two forms of observation that can be used, this being participant observation and then non-participant observation. When addressing participant observation, Bonner and Tolhurst (2002) argue that it involves looking, listening and asking within the environment that is being observed. Cooper, Lewis and Urquhart (2004) expand on this stressing that participant observation has been used to study various groups of people and therefore consequently involved gathering impressions and perceptions of behaviour within a setting (Bonner et al, 2002). Gillham (2000) notes that when participant observation is being undertaken, researchers are situated within the setting and researchers aim is to participate and join in with any activity (Roberts-Holmes, 2018 and Arthur, Waring, Coe and Hedges, 2012). Adler and Adler (1994, cited in Cohen, Manion and Morrison, 2011: pp. 457) stress the importance of participant observation not only in educational research but in everyday life as they argue that all forms of research are some elements of participant observation as we cannot study and understand the world without being a part of it.

Non-participant observation within research is a form of structured observation (Gillham, 2000) meaning that the researcher will stand away from activities (Cohen et al, 2011) rather than the involvement with participant observations. Within non-participant observation, it is argued by many such as Cooper et al (2004) that researches will have limited amounts of time with research participants and less preparation to do for any tasks and therefore the best manner to visualise non-participant observations is that of the researcher sitting in the back of the class not being an active member of any tasks (Cohen et al, 2011).

Although both themes forms of observations can be argued to be relatively different in terms of research, for this type of research when discovering a critical incident within the classroom, it was useful and necessary to use both however the majority use of observations used for this particular piece of research was that of participant observation. When with a group of young children, it can be difficult to sit away from the task and be a non-active member of activities, therefore at times it was crucial to be hands on and join in. There are many advantages and disadvantages of using these forms of observation techniques, however it is beneficial to know their strengths and limitations prior to conducting research. When addressing the advantages of using a participant observation method, as noted by Roberts-Holmes (2018), researchers are able to gain experience and knowledge on the research topic at a personal and first-hand level. Cohen et al (2011) agreed with this stating that this form of research is an extremely powerful method into gaining further knowledge into different situations. Another advantage is that the researcher can get the informal reality of a situation within the classroom (Gillham, 2000) and learn of different aspects of that particular classroom from the aspect of a member (Hopkins, 2014).

Although there are many benefits of this particular research method, it is crucial to evaluate its possible limitations to ensure the best research possible. One possible issue is the way different researchers collect their observations, if a researcher is involved heavily in a task, they may not have the chance to take notes or illustrations (Hartas, 2010) and when looking back on research may be puzzled or have forgotten some crucial information. Another issue which was highlighted through research in accordance to observations and personal concerns was that every researchers judgements of an event can be different and possibly infer different beliefs to what they may observe (Roberts-Holmes, 2018) and may too quickly jump to conclusions of what has been seen (Hopkins, 2014 and Cohen et al, 2011).

The critical incident used for this analysis will be that mentioned within Appendix C below. The incident took place within a year two class which held a range of mixed abilities across the class. During the lesson, all pupils within the class besides one child with a differentiated task with the teaching assistant, were asked to complete a carousel of activities ranging from mathematics with shape work, handwriting tasks, work on alphabet sounds and then role play within the cafe area using sentence starters to remain on task within this play area. Within this particular class were four different groups, all matched to their abilities. When working with the higher ability group, it was evident that once they had finished their task, they would become frustrated or bored as they would be waiting for other groups to finish their task or move on to another area within the classroom. A number of the pupils described themselves to feel bored or described their tasks as too easy and were frustrated not to be moving on. This made a critical incident as their learning and progress would come to an end once they finished a task and weren't pushed further to their highest ability.

The four purposes proposed within Successful Futures are guidance and suggestions that hope to create children and young people into individual beings. The four purposes follow such as to be ambitious, capable learners, to be ethical, informed citizens, to be enterprising, creative contributors and to be healthy, confident individuals (Welsh Government, 2015). As noted within the Draft Curriculum for Wales 2022 (Welsh Government, 2019), the four purposes have aided in designing and developing the new curriculum. It was also argued within the draft curriculum that the purposes are not only headlines for the curriculum but are also elements that should underpin education across Wales. It was suggested that the curriculum should include activities and assessments that correlate with the four purposes which will, in time, create the desired learners that the purposes set up.

Through linking the above critical incident and the four purposes of the new curriculum, the one purpose that is most relevant is that the curriculum should create and inspire ambitious, capable learners. When addressing the purpose of developing learners into being ambitious, capable learners, ready to learn throughout their lives, teachers are urged to create and adapt activities for all learners that stretch their learning experience and encourage learners to step out of their comfort zone and develop their knowledge to the highest of their abilities.

Within this literature review, a range of different themes and topics in accordance with the critical incident will be addressed. Being that the critical incident is in accordance with the higher ability learners in the classroom finishing tasks earlier and not being pushed out of their comfort zones

within different tasks, the literature review will focus on the More Able and Talented (MAT) learners and aspects of social constructivism that are associated with these particular learners.

### More Able and Talented (MAT) Learners

All schools around the world, and therefore in Wales, will have a number of pupils who are massively capable and knowledgeable in one or more areas of the curriculum (Skyrme, 2016). Across Wales, the term MAT is associated with the number of pupils who require extended opportunities for enrichment and possible extension of tasks or attributes of the curriculum in comparison to the general classroom (Wallace and Donnelly, 2004) and therefore for educational purposes Wales has adopted the term MAT for these particular pupils (Skyrme, 2016). MAT pupils, as argued by Wallace et al (2004) is a range of pupils from those who are, in general, more able across the curriculum, and for others that show talent in one or more specific individual areas. Estyn (2012, cited in Wallace et al, 2004: 1) state that across Wales, approximately 20% of pupils need extended provision to develop their abilities. Kammi and Ewing (1996) expand on the abilities of gifted learners, arguing that pupils may show abilities in curriculum subjects or in a specific area, but also show good and appropriate team working and leadership skills. MAT pupils in schools should not just discover their talents in school but must also be given endless opportunities to extend and improve these (Wallace et al, 2004) and therefore these pupils need access to challenging and broad curriculum and schooling opportunities (Eyre and Lowe, 2002).

For the majority of teachers, the recognition of MAT pupils and their nurturing of their abilities can be an exciting and challenging task (Koshy, 2002) as a range of characteristics and processes can contribute to high achievements and abilities (Wallace et al, 2004). For the majority of schools, meeting the needs of these particular pupils is a commitment embedded within school practices to ensure suitable educational opportunities for all of its learners (Eyre et al, 2002) and therefore meeting the needs of MAT pupils is all about building on good school practice and not something entirely different from all the other pupils (Eyre and McClure, 2001). An effective school for the pupils with MAT abilities will consider the needs of the high ability pupils when planning aspects such as assessment and pupil grouping to ensure everyone is at a similar level of advantage throughout the school day (Eyre et al, 2002). In basic terms, whatever we label our gifted learners, the most important aspect of their educational experience is what is provided for them in their lessons and opportunities (Koshy, 2002). Building on this, Estyn (2018) argue that the most effective schools in terms of its MAT learners provide a high level of autonomy within extremely careful and

strategic long-term planning allowing not only a broad and balanced curriculum but also developing the pupils with the abilities to take charge of their own learning and follow their own interests.

Although to many teachers the notion of identifying MAT learners within the classroom may be a daunting or difficult challenge (Koshy, 2002) its importance is paramount. Eyre et al (2002) argue, especially in the primary classroom, that MAT provision should be available throughout the entire classroom as if learning is not differentiated, some learners may feel frustrated and not be pushed to their greatest abilities (Wallace et al, 2004). Through this therefore the social and emotional needs of a learner should be paramount to their educational experience.

As argued by Robinson and Campbell (2010, cited in Skyrme, 2016: 4) one possible issue with the provision and opportunities for MAT learners is that many schools don't prioritise this group of pupils but will prioritise the pupils who may be underachieving. Porter (1999) expands on this, stressing that gifted learners across the curriculum may already be seen to be at an advantage compared to many other learners and therefore argue that there is no need for a special focus on a small group across the education system. Another possible issue with having a label for MAT learners is that it may affect their attitudes or others attitudes towards their learning (Taber, 2007) and therefore Urska and Primož (2013) stress that to accommodate these learners, a holistic approach is the best way forward. Not only do their cognitive skills needs to be addressed but also the social and emotional impacts must be considered.

Many strategies and opinions have been argued in accordance with the best manner in attempting to support and develop the learning of MAT learners. Cohen, Manion, Morrison and Wyse (2010) suggest that to support gifted learners within the classroom, teachers must attempt to develop appropriate study skills within all their learners so that they are confident with their work and how to go about it in the correct manner. Wallace (2001) suggest that teachers should encourage children to ask questions throughout the learning experience as this has the potential to encourage motivation and a sense of ownership towards their developments. Fielder (2007) expanded on this noting at the beginning of any new theme or task, and for all learners including those of the MAT group, pupils should make a list of questions that would like to answer over the course of the lessons. Pupils will then be expected and encouraged to go back over these questions, during and after the lesson, to possibly self-assess and monitor their own learning.

### Social Constructivism

Kammi et al (1996) note that social constructivism is the view that learning begins within the individual child itself, and over recent decades has become increasingly popular within the education system and with the teachings of MAT pupils. Not only are these teaching strategies believed to be excellent for cognitive skills, but also have major effect socially for the majority of students (Powell and Kalina, 2009). Ultanir (2010) stresses that a social constructivist' approach towards learning demonstrates that pupils create their own learning and will therefore expand knowledge and understanding based on information they already may know and this can be done through the social interactions in the classroom alongside a critical way of thinking and doing (Powell et al, 2009). Ultimately, a social constructivist view on learning is that pupils must build on prior knowledge through elements of reflections and meaning making (Hirtle, 1996). Through this method, not only will the MAT pupils benefit but also all members of the classroom should benefit (Powell et al, 2009).

One major influencer in the field of social constructivism was the work of Lev Vygotsky. Within his work, Vygotsky (1978, cited in Wallace, 2001: 7) stressed that children will learn new topics when they can make links with previous knowledge. One major strategy to do this is through dialogue and possible interaction with others with different abilities and backgrounds (Churcher, Downs and Tewksbury, 2014). When addressing social constructivist theories of learning within education, and drawing on Vygotsky's work, many theorists will place social interactions with a range of individuals such as teachers, peers and other adults as a major influencer in children's development (Koshy, Ernest and Casey, 2009). Vygotsky also argued that in order for an activity to be tailored and appropriate for a child, there must be an element of challenge within it, so all learners are aiming for success (Eyre et al, 2001). When examining Vygotsky's work, the term Zone of Proximal Development (ZPD) is his most well-known idea and concept across learning and development (Kozulin, Gindis, Ageyev and Miller, 2003). According to this concept, education is there for children to have a range of different experiences within their own personal ZPD by providing individual challenges and targets (Koshy, 2002). Simply, the ZPD is an area in children's development where a child's knowledge and understanding are pushed from where the learner can work unaided to where the child can push themselves to work at a higher level with another adult or peer (Koshy et al, 2009).

Another aspect of social constructivism which also links with the learning and development of MAT pupils is that of Bjork and Bjork (cited in Speer, 2015: 237) with desirable difficulties. The use of

desirable difficulties can also be associated with the notion of productive struggle. This form of learning can have a range of both advantages and disadvantages as well as positive long-term effects. As stressed by Speer (2015), this strategy is designed with a purpose of enhancing long-term retention of information and the ability to transfer learning towards different subjects and knowledge in life. The use of desirable difficulties causes learners to stop, think and then engage in whatever task they are doing (D'Mello Lehman, Pekrun and Graesser, 2014) in both academic and non-academic tasks. For practitioners to be successful in delivering desirable difficulties, learning should not be predictable for the pupils and therefore should have varying conditions (Bjork, 2015). An example of this could be to vary assessment methods for the children so they become challenged in a number of different manners, this will therefore make learning harder for every learner to a certain extent (Weissgerber, Reinhard and Schindler, 2016). Some benefits to this teaching strategy include a greater depth and ability to process information, better memory representations and a greater ability in memory retrieval (D'Mello et al, 2014). These are all forms of transferable skills that could be used across the curriculum. It is clear that the introduction of desirable difficulties to the classroom could enhance learning in a variety of manners (Rabinowitz, 2017), it is important for all teachers to consider that this should be presented in a positive and respectful approach. This could be achieved by providing appropriate learning goals and objectives (Weissgerber et al, 2016) as through positivity the idea of challenges in the classroom can aid in high motivation for peers (Wallace, Leyden, Montgomery, Winstanley, Pomerantz and Fitton, 2010). However, a slight issue that can come with this form of strategy is that if a task is too difficult or not engaging for its learners, some can become less motivated (Rabinowitz) and uninterested and therefore miss out on opportunities to expand on their learning and knowledge.

As stressed above, the importance on reflection within education and teaching standards is paramount within current times and changes across the curriculum in Wales (Welsh Government, 2019). When addressing the critical incident, it was clear that this type of event can happen in the majority of classrooms, however the manner in which a teacher deals with these occurrences is the most important part of it. It is quite clear that the focus of the critical incident was that of MAT learners and their provision in the classroom and the possible extensions teachers and peers could set these pupils. As noted within the appendices, the model of reflection that was used was that of the ARC model and within the observations a model from the work of Fletcher was used. The observation sheets below are quite detailed in order to ensure all aspects of the classroom were covered including resources, staffing, ranging abilities and other attributes in order to get a full perspective of the classroom and its effects.

When reflecting back on this critical incident, it was important to consider the implications this was having on the learning of the pupils involved and those around the incident. When the higher ability pupils had finished their task, they were aware of their ability levels and then would be left to do what they wanted. This was not only affecting the learning of others around them, who either finished their task quicker and with less effort in order to do the same or other felt disheartened that they couldn't complete the task as quickly or to a high of a standard. In order to avoid this happening across the future, it was discussed after with the teacher that further tasks were going to be provided to push the MAT learners out of their comfort zone and extend their knowledge in every task as much as possible. Examples of this could include further task sheets to complete if finished earlier, with a range of difficulties to encourage children to push themselves out of their boundaries. Differentiating tasks in every subject is also a method in which some teachers would deal with this particular critical incident, therefore with the tasks set for every ability, all learners across the class should hopefully end their tasks at roughly the same time causing no disruptions in the classroom due to other finishing at different times. Another strategy some teachers may adopt is opting to use the pupils who have finished the task to help others in the class that may be struggling. Through using this particular method, the children who may be struggling will be gaining help and staying on task and the MAT learners will be gaining enriched experience of socially involving themselves in the class and helping their peers. This method could also enhance their confidence in a topic, and as mentioned above could potentially increase their motivation in the school experience.

Through using the ARC model to form critical reflections and draw upon experiences it was clear that building on thoughts and feelings was crucial, these can be seen within the appendices. It is apparent therefore that the need for critical reflections is crucial throughout education and teaching standards. With the new curriculum, the need for reflection is major role for both pupils and the teachers as to improve teaching and learning, criticality is a major emphasis on the role of a teacher. As noted above, reflection can have endless advantages such as extending learning and our own personal knowledge and the impact this can have on an individuals' overall teaching.

It was clear whilst writing this paper that the role of reflection, observation and research is now a major part of the teaching role in Wales. In order to successfully do this for the identification and research of this particular critical incident, as noted above, the observation method that took place was a blend of both participant and non-participant observation. This enabled the observations to

be hands-on activities which ensured some aspects of deeper understanding however where possible it was necessary to stand back and not participate to ensure no bias took place or that there were no interruptions or distractions from an outsider doing research and the children getting distracted. The identification of the critical incident came through the various different lessons that were observed. It was extremely beneficial to be placed in a variety of classes to get to grips with how to observe and possible strategies that could be used in order to observe correctly and spot any common attributes from classroom to classroom. This was not only beneficial for working on this paper, but also in accordance to understand the importance reflection has on the new teaching standards for Wales. Through identifying the critical incident and researching different elements for the literature review, it gained research in how and what possible strategies could be placed to avoid this happening in the future and therefore provide possible suggestions for improvement.

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## List of Appendices

### A- Observation field notes 1 and ARC sheet 1

①



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

**Yr Athrofa**  
Addysg a'r Dyniaethau  
Education and Humanities

**OBSERVATION / FIELD NOTES**  
(Questions adapted from Fletcher Wood (2016))

|                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Date: <u>25/09/19</u>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Lesson details:<br>Group activities: Welsh groups, Maths (low ability & the rest of the class) and then continuous provision (outdoor play, iPads, play on carpet.                                                                                                                                                                                                                                                                                          |
| Classroom culture<br>(Are the students focused on learning?)<br>Group work with the teacher: extremely focused, differentiated for every learner during each task especially maths<br>Free play- water play children decided to use science and experiment with water and chalk whilst others played with cars and the computers (some played maths games).                                                                                                 |
| Objectives<br>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)<br>Objectives weren't reexplained after break time but most children were aware of what they were doing. Welsh was extremely clear as it was spoken across different contexts of the lesson and throughout the day.                                                                                                                              |
| Direction<br>(Are the students clear about what they are doing and how to do it well?)<br>Students working independently were clear on task of exploring and doing whatever they felt comfortable doing.<br>During maths sections with two TA's, all were clear on the task. If any children struggled, by having small groups, teachers intervened quickly when any children showed any signs of struggle.                                                 |
| Access and challenge<br>(Are all students able to engage in the lesson? Are all students challenged?)<br>All students appeared to be engaged in the lesson and appeared to be enjoying, especially outdoor playing in the water and with chalk. One particular child with an ALN seemed distracted and in some aspects of the lesson but teachers were quick to respond and place strategies in place such as changing tasks or playing with another group. |

#### Assessment

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

Before: When every pupil went to either the maths or Welsh work station, the teacher asked the small group about their prior knowledge and what they thought the task was about. During: The purple pen was used to mark and give feedback during the session. An example is with the low ability maths group was that the TA made the children write the numbers 1-10 and only numbers they may have struggled with were then gone over again in more detail on a 1 to 1 basis. During free play also, children were checked on to make sure everything was fair and safe. After the lesson: teachers discussed and compared all the pupils' progression and understanding of the lesson and whether they had to continue with the lesson after the break.

#### Specifics / Critical Incidents

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

A couple of examples of critical incidents were seen within this lesson which I will categorise below.

① In terms of the environment of the classroom, all walls in the classroom were colourful and informative addressing the Areas of Learning for the Foundation Phase also including details of the rights of the child from the UNCRC. An outside area was also used containing a water area and chalk. A critical incident seen in this area was the children talking over each other and overpowering one another to get attention from myself and other adults.

② Behaviour management was another area I noticed across the classroom. A technique the class teacher used to quieten the children was threatening her "big voice". A critical incident in terms of the

behaviour management was one pupil crying throughout the lesson which couldn't be calmed by anyone which caused other children to feel upset and cornered. One technique used by the teacher to get all of the children's attention was the use of 'Grammar Ninja's'.

③ Classroom routines and organisation also highlighted some possible critical incidents within the lesson. There were 3 teachers in the class doing directed tasks with the children but some pupils got confused with the difference in activities, with the rotation of activities also, if some were struggling with particular tasks they couldn't carry on, but had to move on.

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Y Ddrindod Dewi Sant  
University of Wales  
Trinity Saint David

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): Behaviour Management: Pupil crying throughout the lesson.

| Profiad/ Experience                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teimladau/ Feelings</b><br>Beth yw eich teimladau ynghylch y profiad?<br>"What are your feelings regarding the experience?"                                                                                                                      | Excited, intrigued, interested and nervous to teach. I was extremely intrigued to see the variations between teachers to dealing and providing solutions to behaviour management, however was surprised when no one could calm the child.                                                                                                            |
| <b>Cofio a Deall/ Remember and Understand</b><br>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"<br>"Can you list the aspects of the incident in the context of learning?"                                                           | This particular incident not only affected the learning of the individual who was upset but also the whole classroom. Some children got distracted in their learning or also got quite upset.                                                                                                                                                        |
| <b>Gwerthuso a dadansoddi/ Evaluate and analyse</b><br>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"<br>"What could be kept the same to ensure effective teaching and learning in the future?"              | Many elements could remain the same such as the questioning techniques used to understand what was wrong with the pupil. Continuing with the tasks was also a good technique used the notion of learners development in tasks wasn't completely interrupted.                                                                                         |
| <b>Casgliadau a chymau gweithredu/ Conclusions and actions</b><br>"Beth yw eich atebion posibl i'r mater a nodwyd?"<br>"Beth y gellid ei wneud nesaf?"<br>"What are your possible solutions to the issue identified?"<br>"What could be done next?" | One possible solution to the incident could've been being one on one with the pupil that was distressed to come to the root of the problem. Discussing any possible issues with other members of staff could've been useful in case anyone knew any crucial information. Involving the pupil more in a task could be a solution to solve the crying. |

Y profiad newydd / Transformed experience

## Appendix B- Observation sheet and ARC sheet 2

### OBSERVATION / FIELD NOTES

(Questions adapted from  Fletcher Wood (2016))

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Date: 25/09/2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Lesson details:</b></p> <p>Within this lesson, pupils were asked to complete an Art task whilst writing the Welsh word 'Croeso' (Welsh for 'Welcome') in whichever way they wanted, for example using block writing, bubble writing or pop art, and then draw images which they believed were associated with Wales and being Welsh. To set the task, year groups were all placed in one classroom, within year three there were seventy-five pupils, and then all returned to their specific classes to carry out the task. Within the briefing of the lesson, the children were shown an example of how the teacher would've written the word and then asked as a group for examples on what they could've drawn. Examples of the answers that were given, such as sheep, daffodil, rugby ball and a dragon were drawn on the board so that the children had a brief example of how to undertake the task. When the year group was broken down into smaller classes, the specific class teacher for the group I observed, asked the children how they felt about the task and if they understood what they were doing. When the majority of the class seemed confident, the task could then begin.</p>                                                                                                                                                                   |
| <p><b>Classroom culture</b><br/><b>(Are the students focused on learning?)</b></p> <p>Within the large year group briefing of the task, not all pupils appeared to be focused on the learning. Some were distracted watching other pupils walk into the classroom and take their seats, others were talking amongst their groups whilst some were seen to be playing with bits and pieces on their desk such as rubbers and pens and resources that were specifically placed for the context of the lesson. To ensure pupils were listening about the task, the teacher briefing the large group of pupils used a range of techniques to explain the procedures. Questioning was one of these techniques, as if a pupil hadn't answered the question to their best ability, the teacher would then go on to ask questions around their answer to ensure they understood the task. Think, pair, share was also used to encourage talk on the lesson and ensure focus on the learning.</p> <p>Within the smaller classroom to complete the task, most students seemed focus on the learning as all were working hard on task and asking question throughout to ensure their best work was being undertaken. When one pupil showed signs of confusion and anger towards the task, the teacher took them one on one to explain the task once again and provide further guidance.</p> |
| <p><b>Objectives</b><br/><b>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)</b></p> <p>The purpose of the lesson was portrayed during the briefing of the task for the children, to understand what they associated being welsh was and to undertake an individual task but also input ideas from their peers. Activities at the beginning of the task ensured the purpose of the lesson by giving the children clear objectives on how to be successful within the task, such as how to hold the pencil and not to do strokes too hard in case they needed to shade or rub anything out. The teachers were all clear in</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <p>explaining also that everyone's work would be different and that they should pride on that. Half-way through the lesson also, the teacher asked the class how they were feeling about the task and ensured everyone was still on task.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Direction</b><br/>(Are the students clear about what they are doing and how to do it well?)</p> <p>Through the use of objectives at the beginning of the lesson and clear examples of how to work, and the use of a mini-plenary in the middle of the lesson, the majority of the class were clear about what they were doing and how they had to do it well. It was noticeable within this classroom too that the children were keen to observe and motivate each other to ensure everyone felt successful within the lesson. If any pupils were unsure, they were keen to talk to one another and if this didn't satisfy their curiosity and confusion, they went to the class teacher who was more than happy to help.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Access and challenge</b><br/>(Are all students able to engage in the lesson? Are all students challenged?)</p> <p>All students were able to engage in the lesson; however, some were not as challenged as others as they felt the task was either too simple or had no relevance for them. In order to get children to understand the importance of the lesson and to challenge them further, some individuals were given an iPad to do some further research for illustrations they could possibly do or copy. If students had finished their task, they were prompted to help others or excel further and improve their own work.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Assessment</b><br/>(How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)</p> <p>To assess the understanding before the lesson, during the task briefing, all students were asked to think individually of ideas for their task and what they thought they'd go onto achieve for this particular task. After giving the children a minute to think, the teacher asked random individuals of the class their answers and then asked them to put their hand up to give any answer they believed to be important that had not been given previously. The children were also given a success criterion of what should be completed for the task and some examples of how they could go onto doing this. An example of this was the teacher showing some examples of drawing's that they could've included.</p> <p>During the lesson, the teacher addressed the smaller class half-way through the task to ensure everyone was on task and understood what they were doing. Peer assessment was also encouraged during this part of the lesson, this was good for the children as they could potentially generate different ideas from each other, and a lot found it useful in terms of boosting confidence and self-esteem.</p> <p>After the lesson, the teacher collected all the books and took it in turn to look at the work as it was being collected, noting if there were any mistakes or if something didn't quite make sense. If there was an issue the teacher explained that she would go over this with the pupil on an individual level.</p> |
| <p><b>Specifics / Critical Incidents</b><br/>(Are there particular telling moments and examples which it would be helpful to discuss?)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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During this lesson, one example of a critical incident that may have occurred was when the whole year group of children were placed into one large classroom to get a task briefing, a lot of the children were distracted with having such a large group of them in one room for a small duration of time. Through this element of distraction, when the children returned to their normal classroom, they didn't understand the task to its greatest extent as they were distracted in the briefing being with so many other children.

Another critical incident which took place in the classroom was the disruption in terms of resources to be able to start the task. Many children couldn't find their art books or couldn't find the correct pencils to start on the task. This resulted in children starting at different times, and not being able to complete the task in time due to not having the correct equipment.

One behaviour management technique that was used across all the classrooms in the Key Stage 2 area of the school was that of Dojo's, which were rewards for good behaviour. This area could've been used as a critical incident as it was random selection by the teacher who got picked for the reward and not for every child in the classroom who was behaving in the same manner. Children were noted to say that it was not fair.

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

**Dyddiad/Date: 26/09/2019**

**Digwyddiad critigol (Ffocws)/Critical incident (focus): Behaviour Management- DOJO**

| Profiad/ Experience                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Feelings</b><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                             | <p>It was great to witness the reward system that particular class had in terms of good behaviour, work ethic, production of work and how they work with peers. I really liked it, and initially had thoughts to adapt it into my own classroom practice however I am aware that in some schools this is not a part of their policy.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Remember and Understand</b><br><i>"Can you list the aspects of the learning experience that went well?"</i><br><i>"What were the elements of the learning experience that were disappointing?"</i>    | <ul style="list-style-type: none"> <li>- It was disappointing to notice that some children didn't appreciate the reward system as much as others. For some, they <u>new</u> they'd receive a point if they'd tried hard and were noticed by the teacher, however for the children who were good throughout the lesson this was less rewarded.</li> <li>- Feels as if it is a <u>short term</u> goal for better behavior and not a long term thing.</li> <li>- Some good behaviours were missed by the teacher and therefore were not rewarded which was quite disappointing for some children</li> <li>- Some children <u>however</u> were extremely motivated by this and loved the reward system</li> <li>- Liked that parents were notified if children received a point</li> </ul> |
| <b>Evaluate and analyse</b><br><i>"What will you keep the same to ensure effective teaching and learning in the future?"</i><br><i>"What was the cause of the most important disappointing element?"</i> | <p>KEEP THE SAME:</p> <ul style="list-style-type: none"> <li>- The fact there is a reward system- great tool to make the children focus and stay on task and try their best</li> <li>- The fact that parents are involved</li> </ul> <p>Only disappointing because not every child was treated completely fairly- some were working just as hard as the ones that got rewarded however didn't receive any praise.</p>                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Conclusions and actions</b><br><i>"What are your possible solutions to the disappointing issues identified?"</i><br><i>"What will you do next?"</i>                                                   | <ul style="list-style-type: none"> <li>- Maybe get a TA involved with giving out the rewards? It could be quite hard for a teacher to try and monitor the whole class.</li> <li>- Possible get the whole class involved and be allowed to reward peers when they notice a good aspect involved with their learning.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Y profiad newydd / Transformed experience                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## Appendix C- Observation Sheet and ARC sheet 3

### OBSERVATION / FIELD NOTES

 (Questions adapted from Fletcher Wood (2016))

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| <b>Date:</b> 26/09/2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Lesson details:</b></p> <p>Within this year 2 class and the morning session of the day, the main focuses were on four different tasks set across the classroom. One task was colouring and matching the shapes to their names, another was free play within the kitchen play area of the room where children were urged to use the correct language of a café, practicing handwriting was another task with a TA focused purely on this and then another area was focused on matching the sounds of the alphabet with the letters and pictures that described the sound. All areas had an adult to occupy and make sure that the children were on task, and all groups were matched to their abilities. All of these activities were used to recap the children's prior knowledge and go over anything they weren't completely sure of, and to gauge an idea of how much they understood of previous lessons. The free play area using role play was used as a technique to create an element of enjoyment for the children, as some of them were getting frustrated just sat at a table working and the role play was a good way of exciting them throughout the task.</p>             |
| <p><b>Classroom culture</b><br/>(Are the students focused on learning?)</p> <p>During the majority of the tasks, the pupils were extremely focused on the learning however some individuals appeared not to be as focused. By having an adult on the different sections working with them as a small group, it was quite hard for the children not to focus. Within the class there are a couple of children with Additional Learning Needs and to an extent their focus was more impacted than the other children. Within the role play section of the lesson, less focus as a group was seen as children spent quite a bit of time deciding their roles and what everyone would do, rather than starting on the game and using the correct language and sentence starters that they were given.</p>                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Objectives</b><br/>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)</p> <p>Within the mathematics area, through matching the shapes to their name and colouring each shape with a different area, it was clear that the children knew this area was focused on developing and understanding their knowledge with shapes. The children enjoyed showing the TA their knowledge as this was a <u>topic</u> they've studied for quite some time and were confident in their knowledge. The hardest task for the children was the matching sounds to the letters of the alphabet, as many of the class weren't confident with aspects of the alphabet and the sounds they make in different words. As I was the adult helping with this task, differentiation for every child was required as many couldn't match sounds to letters as they believed they sounded and looked different. Some sounds they found difficult were "sh", "ch" and "th", as they are not in the alphabet but made sense in the example words they were reading. Within this task, some children got frustrated with one another however it was pleasant to see for</p> |

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| <p>some children the task was challenging enough for them and could complete with no assistance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>Direction</b><br/>(Are the students clear about what they are doing and how to do it well?)</p> <p>All students were clear in what every section of the class' purpose was as it was explained at the beginning of the lesson. To begin the lesson, the class teacher sat every child on the carpet to explain and describe each different task of the morning. Through this a list of the tasks and order for each group was placed on the board so that pupils could see throughout the morning where they were meant to be and what they were meant to be doing. A <u>success criteria</u> was made with the pupils during this discussion and placed on the board so anyone could refer to it at any given time. Each time the groups moved to another activity, the adult at the activity would ensure everyone understood what they were doing.</p>                                                                                                                                                                                                                                                                                                                      |
| <p><b>Access and challenge</b><br/>(Are all students able to engage in the lesson? Are all students challenged?)</p> <p>At most points in the lesson most of all the pupils were able to engage in the lesson and felt challenged. As the groups were set due to ability, it was simpler for the adults on every task to adapt if it was necessary such as additional tasks for the higher ability and changing the task if needed for the lower ability. At one point all children were distracted from learning as one pupil had an anger outburst due to another child winding them up, this resulted in the child running out the class and not being able to calm down and being aggressive towards both the adults and children within the classroom.</p> <p>The use of same ability pupil groupings was a good helping in making sure the children were challenged as pupils were discussing their work and questioning each other to make sure they had achieved to their greatest capability.</p>                                                                                                                                                                           |
| <p><b>Assessment</b><br/>(How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?)</p> <p>In order of the teacher to assess the understanding of the pupils prior to beginning the lesson and embarking on the tasks, as noted above, the class teacher explained each task and provided examples of correct work and questioned the children using various different questioning techniques. During the lesson, all adults were reassuring the children that they were on task correctly and quick to answer any questions they may have had. Whilst the children were moving on from task to task, the adults had to ask if they understood the task when they arrived at the station and when they left. Marking the children's work was used also during the lessons to ensure the children were on the correct path.</p> <p>Once the lesson had finished, the children were gathered on the carpet again to go over what they had learnt and to show their work to the other adults. Through seeing the children within the task, the teaching could be adapted to stay at different stations if needed.</p> |
| <p><b>Specifics / Critical Incidents</b><br/>(Are there particular telling moments and examples which it would be helpful to discuss?)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

A few examples of critical incidents were seen within this lesson. As noted above, one pupil in this lesson became extremely hostile and a threat to other children as he/she became aggressive and upset for some time. This was due to one child snatching material from their hand to use on their work. To take this child away from the rest of the class, they were allowed to roam around the school to calm down however this took their time away from learning and from the other children.

At the beginning of the lesson, children were asked to check in their feeling to a box of happy, sad or that they were feeling ok. Most children checked their feelings into the sad box. This became a critical incident as pupils were not asked why they felt sad, or what could be done to make them feel slightly better.

Conditioning of the children was also a critical incident that was noted, once the children came into class they had put their bags away and sat straight on the carpet ready for registration.

During the free play section of the lesson also some children enjoyed taking control of each element of it and therefore were in charge of other members of their group. This highlighted as a critical incident for myself as some of the quieter children couldn't fulfil the task to the greatest extent.

The main critical incident that I observed within the classroom was that of MAT learners not being pushed to their greatest capabilities. When they'd finished a task, they were not asked to complete any further tasks or challenge themselves in any other manner. Once they'd finished the task, some would become restless and bored or agitated and then distract the rest of the class. |

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): MAT pupils

| <u>Profiad/ Experience</u>                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Feelings</b><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                 | <p>Amazing to see such an able and talented small group of pupils within the class all working at different levels and with such different personalities. The group are extremely different in terms of character, likes and dislikes and their actual ability, <u>however</u> are recognised as the most able within the classroom for all subjects. Once they'd finished their task, it was disappointing to see they weren't pushed more for deeper understanding or further work to be able to finish the same time as the rest of the class.</p>         |
| <b>Remember and Understand</b><br><i>"Can you list the aspects of the learning experience that went well?"</i><br><br><i>"What were the elements of the learning experience that were disappointing?"</i>    | <p>Went well:</p> <ul style="list-style-type: none"> <li>- Their understanding of the task</li> <li>- Their confidence during and after the task</li> <li>- Their ability to work independently</li> </ul> <p>Disappointing:</p> <ul style="list-style-type: none"> <li>- No further tasks to complete once they'd finished a task</li> <li>- No chance to be pushed outside their boundary</li> </ul>                                                                                                                                                        |
| <b>Evaluate and analyse</b><br><i>"What will you keep the same to ensure effective teaching and learning in the future?"</i><br><br><i>"What was the cause of the most important disappointing element?"</i> | <p>Keep the same:</p> <ul style="list-style-type: none"> <li>- The ability grouping was good for this particular task carousel as the children have a mix of backgrounds and were more than happy to help each other</li> <li>- The type of task</li> </ul> <p>The cause of the most disappointing element personally was the fact that the children couldn't continue with any more work on the topic and were allowed to do whatever they wanted. This only didn't push them outside their comfort zone but also distracted other members of the class.</p> |
| <b>Conclusions and actions</b><br><i>"What are your possible solutions to the disappointing issues identified?"</i><br><br><i>Beth ydych chi wneud i'w wneud nesaf?</i><br><i>"What will you do next?"</i>   | <ul style="list-style-type: none"> <li>- Extended tasks for definite, whether it's on the same task or building knowledge from something previously learnt</li> <li>- Possibly get the group to act as helpers within the class and help peers and explain any difficulties they may have had.</li> </ul>                                                                                                                                                                                                                                                     |

## Appendix D- Observation Sheet and ARC sheet 4

### OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

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| Date: 02/10/2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Lesson details:</b><br>The context of this lesson was for the year 2 class to explore in the woodland area of the school during their 'Welly Wednesday'. Children were placed into their working <u>groups</u> , these were set at the beginning of the school year according to ability and were asked to find leaves in as many different colours as they could find that had fallen from the Oak tree. After doing this, the class lined up and followed the class teacher on a trail around the woodland and through the school field. During this walk, pupils were allowed to jump into puddles, slide through mud and play with bits they found on the walk such as pretending to create a bow and arrow out of sticks. To challenge the <u>children</u> they were asked to walk over rocks and tyres to improve their balance and team work. |
| <b>Classroom culture</b><br><b>(Are the students focused on learning?)</b><br><br>For the majority of the lesson, the children enjoyed being outdoors and found great excitement in learning about the different trees and the process Autumn has on the leaves falling and how the weather affects the woodland such as the increase in mud and a stronger stream. Once the children got slightly tired of walking around and some didn't enjoy getting dirty from the mud, some of their focus decreased and bad behaviour took over for some individuals.                                                                                                                                                                                                                                                                                            |
| <b>Objectives</b><br><b>(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)</b><br><br>The purpose of the lesson was clearly highlighted for the children throughout the school day as they were all extremely excited for this lesson, ever since they arrived in school that morning. The purpose made clear to the children was to understand the changing in seasons and the effects this can have on nature, and within their school on the woodland surrounding the school. The activities such as finding the leaves with different colours promoted this as the children could physically see the process of how this happens visually instead of trying to picture it in their minds.                                                                                                                 |
| <b>Direction</b><br><b>(Are the students clear about what they are doing and how to do it well?)</b><br><br>All the students, during the small task were clear with what they had to do. Whilst observing a small group of six pupils, they were straight on task and understood what they had to do from the beginning. It was nice to see the children discussing with each other what they had found and if it was correct and all the different <u>colours</u> they had found with each other. Whilst discussing this, they could compare with each other what they found and look for other places to look.                                                                                                                                                                                                                                        |
| <b>Access and challenge</b><br><b>(Are all students able to engage in the lesson? Are all students challenged?)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

It appeared that all students were able to engage in the lesson, were challenged in walking through the woodland as it was quite difficult not to fall and the children had to work as a group to help one another. Some problems did arise with behaviour throughout the lesson with the children, but problems like this were quick to be solved with the help of an adult.

#### **Assessment**

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

To assess the children before the outdoor lesson in accordance with their understanding, the teacher at the beginning got everyone excited by a challenge walking around the rocks for the children to balance on before presenting the purpose of being outdoors. The teacher asked what the children knew about the seasons and what happens to nature during this time. During the task, a number of different methods were used to make sure children understood the task and why they were in the woodland such as group work, questioning methods and free play time.

After the lesson, children were asked to explain what they learnt and what they'd like to learn next about the seasons and how the weather effects nature.

#### **Specifics / Critical Incidents**

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

During the outdoor task, through being in a different environment, some of the children were extremely excited which made their behaviour change from what it would be like in the classroom. This made a critical incident as learning was impacted.

Another critical incident in the lesson was one particular pupil who decided to turn quite aggressive due to an incident with another pupil. To tackle the behaviour of this pupil, the advice given was to ignore the behaviour and carry on with the lesson. Through doing this, the child got even angrier, and started getting aggressive with one Teaching Assistant.

An example of a behavioural management critical incident was the children getting aggressive with one another on the walk. Whilst walking through the mud, children got frustrated with one another when they got stuck in the mud or slipped and therefore held up the queue of walking. This made some individuals frustrated and they then took their frustrations out on one another which distracted the whole class' learning.

□

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

**Dyddiad/Date: 02/10/2019**

**Digwyddiad critigol (Ffocws)/Critical incident (focus): Behaviour management during forest school**

| Profiad/ Experience                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Feelings</b><br><i>"What are your feelings regarding the experience?"</i>                                                                                                                                 | <p>It was great to experience forest school for the first time during this small school, it was a great attribute to the school and the children loved it. The teacher was on PPA and therefore this session is usually covered by TA of the class. Most of the children loved it however some did not enjoy the dirt and mud of it.</p>                                                                                                                                                                                                                    |
| <b>Remember and Understand</b><br><i>"Can you list the aspects of the learning experience that went well?"</i><br><br><i>"What were the elements of the learning experience that were disappointing?"</i>    | <p>Went well:</p> <ul style="list-style-type: none"> <li>- Children loved being outdoors and benefited from being outside of the classroom</li> <li>- Different types of conversations happened and the experience of being outdoors enriched this type of lesson</li> </ul> <p>Dissatisfying:</p> <ul style="list-style-type: none"> <li>- Some behaviours were more difficult to manage when outdoors as the children thought of this more as a play time than as a real lesson</li> <li>- Some didn't get as involved as was hoped they would</li> </ul> |
| <b>Evaluate and analyse</b><br><i>"What will you keep the same to ensure effective teaching and learning in the future?"</i><br><br><i>"What was the cause of the most important disappointing element?"</i> | <p>Keep the same:</p> <ul style="list-style-type: none"> <li>- The use of being outdoors</li> <li>- The number of adults to children, as more children had to work together</li> <li>- The task that happened</li> </ul> <p>Cause of disappointing elements:</p> <ul style="list-style-type: none"> <li>- The actual environment, some pupils didn't like the change</li> <li>- Grouping of children, some just don't work well together</li> </ul>                                                                                                         |
| <b>Conclusions and actions</b><br><i>"What are your possible solutions to the disappointing issues identified?"</i><br><br><i>"What will you do next?"</i>                                                   | <p>Solutions and next steps:</p> <ul style="list-style-type: none"> <li>- Group children in their normal groups in class as these groups work quite well together</li> <li>- Explain to the children who find it hard to change environments at the beginning of the day of their lessons and what will be happening</li> </ul>                                                                                                                                                                                                                             |
| Y profiad newydd / Transformed experience                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |