

OBSERVATION / FIELD NOTES**Record 1**

Date and time, year group: Monday 26th September 2022, 10:20, year seven

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

Maths on Monday after first break. Teacher stated that this was a middle-top set class in terms of their capabilities but that they were also quite boisterous, particularly after break times.

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

The teacher had prepared and laid out resources for a starter activity before the students entered the class – these resources included worksheets for the task to be completed on, a ten-minute timer on the whiteboard and glue-sticks for the worksheet to be stuck into the students' exercise books. When students entered at the end of their break, the teacher stood at the classroom door and welcomed each student individually, handing them a worksheet and glue stick and instructing them repeatedly on how to complete the task. The students were initially very loud and excitable entering the room, but once they began gluing their worksheets into their books and, once all the students had entered, the teacher started the ten-minute countdown, the class were working silently almost immediately.

The task was to use what they had learned in the previous week's lessons about digit values and apply it to place the numbers on their sheet in descending order. Students were encouraged to raise their hands if they were unsure of the concept and whilst some needed a brief reminder of the best ways to approach the task, most of the class were able to apply the knowledge they had learned to this context and were then able to use their methods when completing work to do with multiples and factors during the course of the remainder of the lesson.

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

Establishing classroom routines for classroom and behaviour management – behaviourist school of thought in approaches to learning

Retrieval practice and activating prior knowledge for long-term retainment of foundation concepts

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

Immediately after first break, so students were quite active and exuberant. It was also a cold and windy day so it took a few minutes to convince students to take off

their coats and jumpers to settle into the lesson. As it was only the beginning of the class's third week in the school, some students turned up late as they got lost in their relatively new surroundings and the only major disruption regarding this was one student who turned up five minutes late that wasn't timetabled for this class, so the teacher had to look up where they were meant to be and allocate the class extra time to complete the task.

Record 2

Date and time, year group: Monday 26th September 2022, 11:20, year seven

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

P.E., lesson 3 of the day (just before lunch). Aim of the first few sessions of P.E. this term is to test the students based on their speed and agility, hand-eye coordination and stamina in order for them to be grouped in their appropriate abilities at a later date. I observed Group A, who were testing their hand-eye coordination.

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

In the group I observed, students were being tested on their hand-eye coordination skills and took part in a game of catch with a tennis ball in pairs before being prepared for a game of rounders; this would look at hand-eye coordination with throwing and catching a ball, as well as swinging a bat and making contact with the ball. The teacher provided a range of different bats including a standard rounders bat, a baseball bat and a tennis racket. The teacher explained that each bat carried a different level of difficulty – the rounders bat was the most difficult as it was the shortest and thinnest, the baseball bat was mediocre as it was longer and wider, and the tennis racket was the easiest to use as it had a wider surface area so there was more of a chance to hit the ball. The teacher encouraged students to choose the bat they felt most confident, but did offer everyone an achievement point if they used the rounders bat. Interestingly, most of the boys attempted to use the rounders bat, even if they didn't successfully hit the ball, and only one girl opted for the most difficult option. Students were engaged in the game nonetheless.

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

Humanistic approach to learning, particularly encouraging learners to take part in the decisions regarding how they learn.

Operant conditioning, particularly the use of positive reinforcement.

Do children limit themselves based on what they believe they are capable of or

because they think that exceeding expectations is unnecessary? Are these beliefs shaped by their social circumstances and upbringing? Do students have a fear of failure?

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

Students of the school are required to arrive to school in their P.E. kit if it is timetabled that day in order to reduce disruptions and minimise the delay at the beginning of a lesson. Lesson before lunch so some students were starting to get restless and uninterested in the lesson because they were hungry. Additionally, it was a cold and windy day that rained in the final ten minutes of the session, so students were willing to partake in physical activity in order to keep warm. Busy environment as it was a mixed group class i.e. four form groups in one session. Certain individuals in the groups were distracted by what other groups were doing. Directions were explicit and also modelled by teacher.

Record 3

Date and time, year group: Tuesday 27th September 2022, 09:00, year eight

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

Spanish/Languages, Literacy and Communication, lesson one of the day immediately after year group assembly. Briefed by teacher that this was a boisterous class with a couple of students who often refused to complete homework or didn't bring the necessary equipment, and one ALN student.

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

Upon explaining the topic of the lesson and how this fit into the scheme of work the classes first half-term of the academic year, the teacher introduced the task they would undertake in order to learn the different school subjects in the Spanish language. Before commencing the task, the teacher asked the students what they believed successful completion of the task would look like and prompted them to base this on the success criteria grid for the Area of Learning Experience they had been provided at the start of the year. After a brief think-pair-share discussion, the class created their own success criteria and during the plenary at the end of the lesson, the lesson review was based on this criteria.

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

How AfL strategies underpin progression in learning

Humanistic approach to learning, particularly the effects of encouraging learners to take part in the decisions regarding how they learn

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

First lesson of the day so students took some time to arrive as they were dismissed at different intervals at the end of their year group assembly. This was a new class for the teacher so they had only been in contact with the students for one previous session, so the teacher was not yet familiar with all the students' names or individual capabilities. The ALN student has support from an LSA for every lesson of the week except P.E., but they were still heavily involved in the lesson, whether that be through group work or asking and answering questions. Directions and expectations were always made explicit so students were generally always on task.