

Appendix A

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group: 09.10.23, 11.00, Year Three (progression step 2)
Where and When: Context of the observation – subject/AOLE, general classroom context - Year 3, mixed-ability classroom - Approx. 10 children in the class with a teacher, a relatively even mix of boys and girls. - Mathematics and Numeracy AOLE – Focus on addition problems. - Children were focused and working in small groups working together and are scattered around the classroom; some groups are working on the floor and some at tables.
What happened: a detailed description of the critical incident(the more detail the better to refer to in your later work) - Addition problems displayed on board in 3 columns started by difficulty. 1st column – units were either 0 or 5, 2nd column – units added up to 10, 2rd column – units added to more than 10. - Resources – dienes blocks, number lines, hundred squares, HTU's tables. - Child approached teacher for marking, teacher praised child. Teacher asked questions and child answered. e.g. How did you...? What do you think...? What happens to...? - Child realises mistakes – appears unphased. - Teacher suggested use of resources – guided child towards empty number line. - Child returns to group – explains mistakes to a friend and they talk through the number line method together. - Asked child how they were getting on. "It's been a bit tricky. Miss gave me this to help. My friend is helping me. I jump up in 10's first then add the 6. Look it makes 57."
Areas of possible exploration: what you think could be" under the hood" in these incidents? What avenues of research could you consider? - Mixed-ability grouping - Collaborative learning - Social learning theory - Peer tutoring/mentoring - Formative assessment / self-assessment
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) - Observed after morning break. - Teacher confirmed the 10 children observed were of mixed-ability. - Approx. half the class have gone for outdoor learning with TA. - The teacher confirmed that children had free choice of columns and resources, the less able work out for themselves that some tasks are too difficult. - Children appeared to have free choice of where to work and who to work with.