

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.

Word count: 3980

Researchers in education have identified that a critical incident is an unplanned and unanticipated event that can occur within any lesson, outside of the lesson or during a teacher's practice (Brookfield, 1990, Richards and Farrell, 2010). Richards and Farrell (2010) further suggest that these events may trigger an interest into some aspects of teaching and learning. The term 'critical incident' refers to an event or situation which is seen as a significant turning point or change in the life of a person or an institution. These events may seem typical at first, but through analysis become critical (Tripp, 2011).

The following critical evaluation will identify key factors within the incident that could closely relate to learning and child development theories. Analysis of critical incidents allows teachers to develop professionally through questioning their own teaching practice (Raj Joshi, 2018). The analysis of critical incidents is an ongoing affair in which new links can always be made to current practice and how we see ourselves in relation to current and past practices (Tripp, 2011). In addition to this, the school context will be discussed along with the method of observation and methodology. The critical evaluation will also be linked to the Professor Donaldson's successful futures (2015) in particular, three of the four purposes. The key focus will be on peer teaching, in particular the use of a more knowledgeable other, why we challenge pupils and allow them to choose their own challenges and self-efficacy.

The observation was conducted in a large primary school situated within an affluent area of central Cardiff. The school has a two-form entry in each year group, and there are currently 523 pupils on roll (Estyn, 2019). There is a Nursery which offers part time places for up to 64 children and two specialist resource base classes which caters for children with severe and complex learning and medical needs.

Over the last three years, the average proportion of pupils eligible for free school meals is 9.1% (Welsh Government (2018). This is well below the average for Wales of 18% (Estyn, 2019). One third of the pupils come from a background of ethnic minority and there are four

looked after children, 5% of pupils have a statement of additional learning needs (School X, 2019) some are taught within the specialist resource base and others are integrated into mainstream classes. The school was awarded green within the Welsh National School categorisation. (Welsh Government, 2018).

The critical incident was observed in a Year 6 classroom. There were 30 children in the class with one class teacher. The work is not differentiated however, the work is set out into three different 'levels of challenge' and the children are given the opportunity to choose which task to undertake. Swann et al (2012) found that offering pupils a choice of level of challenge enables them to make their own choices in learning which encourages them to be engaged, enthusiastic and naturally motivated learners. This is fitting to the school's ethos of 'Aiming for Excellence'.

Following guideline four from BERA (2018) and keeping in mind the school and participants right to confidentiality and anonymity, the pupils observed during the critical incident will be referred to as 'Child X' and 'Child Y'. In addition, the school in which the observation took place will also be referred to as 'School X'.

Methodology is the lens which allows the researcher to view and make decisions about their study (Mills, 2014 cited in Harrison, 2017). A case study is an effective methodology used to investigate issues in real world and natural settings (Harrison, 2017). Case studies are used within a number of sectors, especially the social sciences and education. A case study, also sometimes referred to as the critical incident method, is a methodology primarily used for exploratory research, usually a qualitative technique used specifically to study behaviours that are critical (Mills, Durepos and Wiebe, 2010). Wragg (1994) explains that critical incidents are often non-routine but can be very revealing, the researcher may gain an insight into something that would not usually be routinely available. Sometimes one specific event can occur which provides an insight into a person or specific situation (Cohen, Manion and Morrison, 2011).

The chosen research method for this critical incident is a non-participant observation in written form, a qualitative method. Denscombe (2010) suggests that qualitative data takes the form of words either written or spoken and visual images observed or creatively produced. Non-participant observation is a research technique allowing the researcher to focus on the subject of the observation, but not actively taking part in the situation under scrutiny (Scott and Marshall, 2015). The process is for the observer to observe from a discreet position and refrain from interacting with the child or activity involved (Palaiologou, 2009). If further research was required, a sociogram would be a desired method to look closely into the relationships

between peers and identifying the social and emotional needs of the children, which specifically links to the critical incident observed.

The use of observation as a research method has many strengths, Denscombe (2010) believes that observation offers a distinct way of collecting data which focuses on the direct events witnessed first-hand by the observer. Likewise, Cohen, Manion and Morrison (2011) state that a distinctive feature of using observations is that the researcher has the chance to gather live data from a natural social situation. The use of data collected within real time research has the potential to present more validity (Cohen, Manion and Morrison, 2011). In contrast, Scott and Marshall (2015) suggest that the observational method of research can sometimes be criticised as being observed may cause people to behave differently, therefore the obtained data becomes invalid. This is closely linked to the Hawthorne Effect which was described in 1950 as the tendency for some people to perform better when being observed by a researcher, making it one of the hardest biases to eliminate when obtaining data (Landsberger, 1950 cited in Assignment Point, 2018).

Although the observation technique has many pros, researchers have argued that there are also some drawbacks that need to be taken into consideration. Cohen, Manion and Morrison (2011) explains that the findings can be affected by our own personal judgment, we may sometimes record our interpretation and not the facts of what happened in reality. This is reflected by Palaiologou (2009) who suggests that things can be taken out of context as the information is recorded at the time, it is open to inaccurate and biased interpretations.

According to Bell (2005), Whatever procedure is chosen for collecting data, it must be examined critically to identify to what extent it is likely to be reliable and valid. However, Cohen, Manion and Morrison (2011) argue that there are times when reliability is not necessary, as a child may only demonstrate a certain behaviour once.

The critical incident was observed during a morning numeracy session. Child X took their work up to the teacher to mark. They had a few incorrect answers so the teacher asked them to sit with Child Y so that they could help them. The other pupil guided Child X through the method modelling step by step and helped them to achieve their target. After achieving the level that Child X was aiming for, they were left feeling a lot happier and more confident.

At School X, the children's work is differentiated through three levels of challenge, 'must, should and could'. Child X had chosen to challenge themselves and complete the next level of work from what had been successfully completed the previous day.

Donaldson's Successful Futures (2015) explains that the four purposes should "guide all future decisions about national and local educational priorities and underpin all teaching and learning in Wales". Some aspects of the following three purposes 'ambitious, capable learners, healthy, confident individuals and enterprising, creative contributors' (Donaldson, 2015) could specifically relate to the critical incident mentioned above. Impact Wales (2018) state that teachers will understand and create a shared vision for education in Wales by engaging with the four purposes. The four purposes are underpinned by the concept that learners are at the heart of all we do (Impact Wales, 2018).

School X have an ethos of 'Aiming for Excellence' adopted throughout the school. The children are encouraged to aim high and challenge themselves in all that they do. Child X chose to challenge themselves to a higher level of work to what they had previously completed. This reflects the aspect of setting high standards and finding and enjoying challenge, within the purpose of ambitious, capable learners (Donaldson, 2015). Equally, Child Y also challenged themselves by taking the risk of helping a peer to achieve their target. Also stemming from ambitious, capable learners, both Child X and Child Y were able to communicate effectively and work collaboratively in order for Child X to successfully complete their task. Similarly, Child Y had the confidence to explain the concepts that they were learning and able to guide Child X through solving the problem.

Child Y was seen as the more knowledgeable other during observation of the critical incident. They were able to effectively and responsibly play the role of the teacher which led their peer to success. Child Y did this through the sharing of their skills and application of their knowledge for the benefit of someone else. This falls nicely within the purpose of 'enterprising, creative contributors' (Donaldson, 2015). Donaldson's 'healthy, confident individuals' (2015) is underpinned by the aspect of facing and overcoming challenge. Child X and Child Y both accepted and overcame a challenge in their own right, Child X accepted a challenge by setting themselves a higher level of work and overcame the challenge partly independently and partly through the help of their peer; Child Y accepted the challenge of helping their peer to achieve their target and overcame this by successfully applying and sharing their own skills and knowledge to benefit someone else. Child X evidently became more confident through the guidance of their peer, and was able to accept that they had made a mistake and willing to do what it took to achieve their aim. This reflects the aspect of mental and emotional well-being and developing their confidence and resilience.

Social Interaction

Through exploration into the role of peer interaction in cognitive development, McLeod (2015) found that Vygotsky believed that cognitive development originates from social interactions such as guided learning within the zone of proximal development where peers co-construct knowledge. The zone of proximal development is closely related to the concept of the more knowledgeable other, an important concept that highlights the difference between what a child can achieve independently and what can be achieved through guidance and encouragement from a peer with highly developed skills in a particular area (McLeod, 2015). In contrast, Piaget's thoughts were that cognitive development derives from independent explorations which will allow children to construct knowledge their own knowledge (McLeod, 2015). In relation to the critical incident mentioned in Appendix one, the concept of the more knowledgeable other is most fitting.

Research has found that although Vygotsky emphasised the importance of adults as a source of social interaction, there is no sound evidence to suggest that Vygotsky ever stated that the more knowledgeable other had to be an adult (McLeod, 2015). Smidt (2009) also found that in Vygotsky's theory of the social nature of learning and the role of the more knowledgeable other, never did he specify that the more knowledgeable other must be an adult.

Vygotsky suggested that a child who is more expert than the target child in a specific area, could help the child in bridging the gap in their knowledge (Smidt, 2009). Therefore, it is possible that the teacher pairing the pupils is carefully thought through based on ability levels, as witnessed during the observation of the critical incident mentioned in Appendix one. From a Vygotskian perspective, Abtahi, Graven and Lerman (2017) describe learning as social and something that occurs in the presence of a more knowledgeable other. There is a belief that children can achieve anything with the help of the more knowledgeable other. However, there is a potential issue that must be considered which is that children will differ in terms of what they can achieve with help, therefore may not always be attainable when working unaided in the future just because they were able to attain within their zone of proximal development through the use of a more knowledgeable other (McLeod, 2015).

In accordance to the theories of Piaget, Vygotsky and Freire, a constructivist approach to learning is explained as one in which children actively create, interpret and organise their knowledge in individual ways (Gordon, 2009). Significant success is being demonstrated in promoting student learning as constructivist teaching practices are becoming more prevalent in public schools across the nation (Marlowe and Page, 2005; Gordon and O'Brien, 2007 cited in Gordon, 2009).

Bandura (1977) reflects Vygotsky's theory of the more knowledgeable other by saying that for pupils that may struggle, a task should be performed observationally through modelling which suggests that through watching how another child successfully completes their task, the less able child will then be able to succeed in their task. Greenwood et al (1995 cited in Topping and Ehly, 1998) state that procedures must be implemented to make sure that the use of peer teaching must only benefit pupils and that no one's learning is negatively impacted.

Walberg and Susan (2000 cited in Tella, 2013) define peer teaching in the primary school as one child playing the role of the teacher and the other the one that learns. Damon and Phelps (1989 cited in Smidt, 2009) further define peer teaching as a classroom approach in which the expert child instructs the novice child, guiding them to completion of the task. This was evidential in the critical incident analysed in Appendix one. However, Kenner (2004 cited in Smidt, 2009) argues that children involved in peer teaching are not always of similar age but similarly, it is a fact that one of the children is an expert in a specific area, and one a novice.

In order for peer teaching to be effective, the child taking on the role of the teacher needs: a clear explanation of what they need to do and how to do it and any appropriate materials that may be used to help them (Rosenshine, 1987 cited in Tella, 2013). Maintaining quality of peer teaching can present some challenges for the class teachers as they may be unable to consistently observe every group of children using the peer teaching strategy at once (Topping and Ehly, 1998).

Piaget (1932 cited in McLeod, 2015) emphasized the importance of the role of peer interaction and its link to promoting cognitive development. In relation to this, it is suggested that pupil-to-pupil talk may help to build on knowledge and understanding; however, dialogue needs to be purposeful so it is important for the teacher to ensure that what is being discussed remains focused on the task (Education Endowment Foundation, 2018). Similarly, Light and Littleton (2000) believe that peer to peer interaction in learning is a key formative process for cognitive development which is more often than not constructed through modelling.

Challenging pupils

Allowing pupils to take responsibility for their own learning through their choice of challenge can be an effective way to engage and motivate them to succeed (Payne and Scott, 2017). This was certainly witnessed during the observation discussed in Appendix one. Payne and Scott (2017) further suggest that challenging pupils encourages them to believe that continuous hard work and perseverance will allow them to stretch themselves which will lead to progression. Whilst researching into mindset, Dweck (2006 cited in Payne and Scott, 2017) found that as soon as children learn to evaluate themselves, some tend to become afraid of

challenges and worry about how their intelligence will be perceived if they fail to succeed. This could have been the outcome if child X was still unable to complete the task. However, with the help of a more knowledgeable other she was able to succeed.

Success is not about being perfect immediately, but about improving over time and having willingness to accept a challenge in order to progress (Dweck, 2006 cited in Payne and Scott, 2017). A report on metacognition and self-regulated learning filed by the Education Endowment Foundation (2018) found that although it is important to challenge pupils in order for them to achieve to the best of their ability, it is crucial that the tasks set are at an appropriate level and do not overload the children's cognitive process. As explained in Appendix one, the class in which the critical incident occurred were given the opportunity to take responsibility of their own learning through challenging themselves. Allison and Thornbury (2015 cited in Payne and Scott, 2017) explain that while the aim of challenging is to move children out of their comfort zone and into the struggle zone although we must ensure that they do not find themselves in the panic zone.

Setting a learning objective with differentiated outcomes such as 'must, should, could' may be used to encourage all children to aim high, challenging the teacher as well as the children (Payne and Scott, 2017). These differentiated outcomes are identical to the levels of challenge referred to in the critical incident observed in the year 6 numeracy session, the levels of challenge were also levelled 'must, should and could'. The children were very comfortable in choosing their level; therefore, it could be suggested that this structure is used often within the school.

By setting an appropriate level of challenge, teachers can allow children to develop their self-regulation and metacognition skills; suggesting that challenge is crucial to allowing children to further develop themselves as learners through progressing their knowledge of tasks and strategies (Education Endowment Foundation, 2018).

Jean Piaget and Lev Vygotsky both believed that young children are actively involved in their own learning, and through curiosity discover and develop new understandings (McLeod, 2018).

Self-efficacy

Bandura (1994) believes that creating and strengthening self-beliefs of efficacy is mostly successful through vicarious experiences provided by a social model. This closely links to the critical incident where Child X was working closely with a peer with a higher ability in maths working as a role model. See Appendix one. Bandura's belief of self-efficacy being successful

by experiences provided by a social model is closely in agreement with Vygotsky's theory of the more knowledgeable other.

Akhtar (2008) describes self-efficacy as the belief in our own abilities and specifically our belief in our ability to accept the challenges ahead of us and to successfully complete a task. In the same way, Zimmerman (2007 cited in Ackerman 2018) defines self-efficacy as a concept that focuses on an individual's perceived abilities and the belief in success. This is also reflected in the critical incident observed and discussed in Appendix one.

Although self-efficacy can be viewed as self-esteem, Neill (2005 cited in Ackerman, 2018) explains that whereas self-esteem is focused more on 'being', for example feeling comfortable in who we are, self-efficacy is focused on 'doing' such as feeling up to a challenge. Neill (2005) further explains that although self-efficacy can be improved by having a sense of high self-worth and vice versa, both stand as their own separate construct.

Whilst conducting a non-participant observation at my placement school, I witnessed a critical incident during a year 6 numeracy session. This took place in the session before lunch and the children were all very engaged. The children take responsibility of their own learning and therefore choose their own level of challenge. As described in Appendix one, Child X had chosen to challenge themselves in this particular task. Upon completion of the task, Child X took their work to the teacher who identified a few little mistakes and instead of telling them to go and correct them independently, she advised them to sit with a peer (more knowledgeable other) in order to successfully complete the task.

I was intrigued to see how the levels of challenge worked and if it proved to be a successful way of learning for the children. After observing, it was important to note that all children were more than happy to challenge themselves and push themselves to the best of their ability, in particular the Child X who is referred to throughout this assignment. The constant reminder of the school's ethos 'Aiming for Excellence' is on view around the classroom, and also as a verbal reminder from the teacher. At first, I felt that this could be a potential issue for some children but after witnessing this session, my opinion soon changed as there is no pressure to choose a higher challenge if the children aren't up to it. As mentioned previously, Allison and Thornbury (2015) emphasize that the aim of challenging is to move children out of their comfort zone and into the struggle zone although we must ensure that they do not find themselves in the panic zone.

From an observer's prospective, Child X wasn't evidently struggling with the task so was possibly unaware of the mistakes until the teacher identified the mistakes. It was beneficial to

see the teacher use a more knowledgeable other approach which in this case this was a peer and not an adult, which proved successful. Child X had no issue in sitting with a peer to guide them through their mistakes. I feel that it may have been more beneficial if the teacher had offered a collaboratively working opportunity at the start of the lesson, however it may not be suited to all children as they may not have the confidence or resilience to work in this way.

In my future practice, I aim to take on a Vygotskian approach to learning, particularly focusing on the more knowledgeable other and possible peer teaching. Light and Littleton (2000) found that Vygotsky's theory of social interactional bases of learning have inspired a large number of researchers to delve deeper into the studies of learning in the context of peer interaction.

I have previously seen the 'three before me' strategy used within the classroom which worked successfully, by allowing the children to problem solve and build resilience and seeing the teacher as the last resort. This links to Donaldson's four purposes (2015) and teaches the children to be independent but also enhances their communication skills.

Furthermore, in my own future practice, I would ensure that the levels of challenge are suitable and inspire the children to achieve, but it is also important not to challenge them too much to the point that it puts them off and refrain from attempting it. After researching further into different theories and practices that relate to the critical incident, there was a clear strong link to social interaction and the effect that it has on learning and mindset.

In conclusion, the critical incident that I witnessed showed how valuable strong peer relationships can be in the classroom. The challenging of pupils is very important in learning and teaching as it is not only challenging for the children, but also for the teacher. It is essential that the teacher is consistently improving their practice to benefit the children's learning as well as giving themselves the opportunity of lifelong learning and progression. The professional standards for teaching and leadership set by the Welsh Government (2018) state that effective teaching and learning is paramount, the teacher can secure the best possible outcomes for learners by advancing learning relating to challenge and allowing them to achieve their best. Furthermore, in relation to the teacher, it is important to consistently extend knowledge, skills and understanding and show that self-reflection and being open to challenge can progressively develop pedagogy. The use of the Professional Learning Passport influences continuous critical reflection and learning of the teacher which is essential for developing further professional growth (Welsh Government, 2018).

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Appendix 1

OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Details of learning event: Numeracy session - Year 6
Learning culture (Are the pupils focused on learning?) • The children put their hands up if they have a question - quite a few pupils with their hands up - shows that they have been listening to the lesson. • The teacher moves around the class to check on their understanding/ to help anyone in need. • Seating plan • The teacher acknowledges the pupils with their hands up and attends to them immediately. • Children don't work in silence.
Objectives (Is there a clear purpose to the learning event?) • Learning objective clearly displayed on the whiteboard from the start of the lesson and clearly explained by the teacher. • Children given a sheet with a grid on there offering three different 'levels of challenge' it is then their choice to decide which task to undertake.
Direction (Are the pupils clear about what they are doing and how to do it well?) • The children's first task was to answer a challenge question from the day before that the teacher had written in their books after marking their previous work. This question could have possibly helped them to decide which level of challenge they wished to complete today. • The teacher moves around the room with a stool to sit by any children that need some extra support with their task. The children appreciated this and it was a positive thing to witness, as it showed the teacher sitting on their level and had time to guide them through their task without rushing off. • The children check their own answers with a calculator and correct any mistakes with a green pen. If the children find that their answer is wrong but can't figure out why, the teacher then asks them to sit with a MKO to help guide them to the correct answer, if this still doesn't help then the teacher becomes the MKO.

Access and challenge

(Are all students able to engage in the learning event?)

- The tasks on the whiteboard is set out in three different columns, 'must, should and could'. The children have the opportunity to challenge themselves by deciding which task to complete themselves.
- The teacher completes an example question on the board with the children. She chose a question from the 'could' column as this is what most of the pupils choose.

Assessment

What is the pupils' understanding before, during and after the learning event?

- The teacher challenges the children through questioning. Whilst completing the example question, she would ask the children 'what do you think I need to do now?', 'What comes next?'
- When the children were handed their books, they were given the opportunity to read their feedback from their previous piece of work. From this they were able to find out if they had achieved their 'level of challenge'
- The teacher consistently asked the children for feedback on what they had learnt and what they needed to do to check their understanding.
- The children were able to self-assess/ mark their own work by using a calculator and make any corrections with a green pen.
- When the teacher checks the books at the end of the session, she writes a next step question ready for the start of the next session.

Specifics / Critical Incidents

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

During a numeracy session, the children were given a task which had four different levels of challenge to choose from and Pupil X had chosen to challenge themselves by attempting a level higher than they usually would. Pupil X took their work up to the teacher to mark. They had an incorrect answer so the teacher asked the child to sit with a peer so that they could help them. The other pupil guided them through the method step by step and helped them to achieve their target. After Pupil X achieving the level they were aiming for, they were left feeling a lot happier and more confident.

This could be linked to:

- Donaldson's four purposes for a new curriculum for Wales
- Vygotsky's Social Development Theory - ZPD, MKO and social interaction
- Could be argued against Piaget's understanding of child development
- Growth mindset/ self-efficacy
- Children being responsible for their own learning

Appendix 2

OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19
Details of learning event: Reading Carousel - Year 6
Learning culture (Are the pupils focused on learning?) • Children split into 4 different groups to undertake different tasks: - Guided group reading - I pads to watch educational videos - Reading their chosen book - A piece of descriptive writing
Objectives (Is there a clear purpose to the learning event?) • The writing task was used to develop their use of VCOP • Reading a novel to enhance their reading skills ready for secondary school • Guided group reading to help the children to recognise when the tone of their voice changes eg. Questions and exclamations.
Direction (Are the pupils clear about what they are doing and how to do it well?) • The children were used to this kind of activity as it occurs daily. They were told before their break that when they came back in it was straight to the reading carousel, for which they were shown a timetable for their group. • Children came in from playtime sensibly and ready to focus on their tasks.
Access and challenge (Are all students able to engage in the learning event?) • All children were able to engage as the tasks were differentiated for each group. • For the writing task the children were able to use resource sheets to encourage them to use VCOP within their piece of work.

- The children chose their own reading books so would only choose a book that they could understand.
- All children were able to use an ipad to look at different programs such as Newsround.

Assessment

What is the pupils' understanding before, during and after the learning event?

- The teacher was sat with the group for guided group reading. After each reader had finished the section that they were reading, she would use AfL questioning techniques to check the children's understanding.
- When the children returned to their seats she went around each group to ask what they had done/ what they had found out whilst completing their tasks.

Specifics / Critical Incidents

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

The teacher left the room for a minute, most children remained engaged and on task - especially the children participating in guided group reading. Child X who was on the ipad decided to try and distract the rest of the class by shouting out something he had read on the CBBC news site which he found funny but was not a laughing matter. The child persisted to behave in this way even though there was myself and another PGCE student within the room.

Why?

Teacher respect?

Students not seen as a figure of authority?

Not really focused on task, just keep their head down whilst the teacher is in view.

Appendix 3

OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Details of learning event: Reception Literacy session.
Learning culture (Are the pupils focused on learning?) • Students still very new to full time school so very fidgety and some find it very difficult to focus for a long time.
Objectives (Is there a clear purpose to the learning event?) • The focus task linked to literacy although there was a mixed theme to the other activities within the enhanced provision. • Mixed activities available around the classroom whilst the teacher works with small groups on the focus task. Activities include using tweezers to place marbles into a bottle to enhance the children's fine motor skills, making a simple bar graph by sticking paper squares from 1 to 10 and searching through leaves to find different letters, saying the sound and matching it to a print out of the letter.
Direction (Are the pupils clear about what they are doing and how to do it well?) • The class TA explained the activities to the children whilst they were still sat on the carpet, they understood what was available and all went to the activity of their choice. • Whilst at their activity tables, all children were focussed on their task and completed them to their best ability.
Access and challenge (Are all students able to engage in the learning event?)

- There was an opportunity for all children to engage in the lesson as there were activities that everybody could participate in.
- Some children found the marble activity quite difficult so this could have been their challenge.
- The focus task was split into four different ability groups so this was also differentiated so that every child could complete the task.

Assessment

What is the pupils' understanding before, during and after the learning event?

- Whilst completing the focus task, the teacher continuously talked the children through what they needed to do.
- The teacher used AfL questioning techniques to get the children to recap what they had learnt during the first session on the carpet. They were able to feed-back.
- The children have a three-level challenge printed into their books and the teacher explains to them which level they are trying to achieve and at the end the children go through the criteria with the teacher and tick off what has been achieved.

Specifics / Critical Incidents

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

Child on Autistic Spectrum sat on 1:1 TA's lap playing in a sink full of water. Not included in session at all, sat well away from peers. Why?

There were activities available around the classroom that this child could have accessed such as the marble activity - although some children with ASD really struggle with their fine motor skills, it could have been a challenge for them or something just to have a go at to experience something new with the support of the TA.

Appendix 4

OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19
Details of learning event: Year 6 - Maths session Mixed ability class Same work as the higher ability class, just use more scaffolding.
Learning culture (Are the pupils focused on learning?) • Students are given a starter task which focuses them instantly. • They are given the opportunity to work independently or collaboratively.
Objectives (Is there a clear purpose to the learning event?) • Clear lesson objective shown on the board and explained at the start of the lesson. • Key words shown on the board to assist the children during their task.
Direction (Are the pupils clear about what they are doing and how to do it well?) • The students had a timed starter task on the board. All sat fully engaged on the task. • The teacher completes an example question on the board with clear workings out so that the children can use this example to guide them through their own questions. • The teacher then showed the children another question on the board followed by four different answers. The children had to find the correct answer by talking through each one and explaining why it was wrong. This helped them to show that they had a clear understanding of what needed to be done to get the correct answer.
Access and challenge (Are all students able to engage in the learning event?) • All children very engaged on the task. • Peers helping each other and the teacher is constantly moving around the classroom to check understanding. • The children are challenged by having timed tasks to complete.

- There is a 'challenge yourself' wall in the classroom so when the children have completed the original task, they are able to go up and choose another task to challenge themselves (four different levels of challenge to choose from).

Assessment

What is the pupils' understanding before, during and after the learning event?

- Recapping what was learnt from the previous lesson. This was done by asking the children which method they preferred to get their answers.
- Questioning the pupils on why/how they got their answers.
- 'Test your understanding' - using the teachers example answer to guide themselves through their own work.
- WAGOLL - the teacher used the visualiser to show the rest of the class another pupils work.
- Revisiting the learning objective for the pupils to check if they have achieved it.
- The teacher never gave the pupils an answer but worked through the steps with them to help them to get the right answer.

Specifics / Critical Incidents

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

The time limit for each task could be an issue for some pupils. The children that found the tasks challenging were struggling to answer more than one question which stopped them from achieving the learning objective.

The use of levels of challenge and allowing the children to be responsible for their own learning.

Appendix 5

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): See Appendix 1

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	- Inspired by the teacher's pedagogy. - Eager to try the choice of challenge instead of set ability groups in my own practice. - Keen to introduce collaborative working and occasionally peer-teaching into my own class. - Unsure if the pressure of timed activities would have an effect on the standard of work produced.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	- The children were all very motivated, engaged and on task as they were able to choose their own level of work. - Very positive teacher-peer relationships and peer-peer relationships. - Peers willing to help each other to reach their targets. - Timers set for each task – some struggled to complete the work in time and I questioned if this would affect the standard of work due to the pressure.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	- Eager to try the choice of challenge instead of set ability groups in my own practice. - Keen to introduce collaborative working and occasionally peer-teaching into my own class. - Create a positive learning environment and aim to have positive peer-peer and peer-teacher relationships. - The use of timed tasks.

Casgliadau a chatau gweithredu/ <i>Conclusions and actions</i> Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	• Allow a longer time frame for the children to complete their tasks which will enable them to produce a higher standard of work and to also achieve the target that they set themselves. • Use levels of challenge in my own practice but to try to ensure that the children have a reasonable length of time to complete their tasks to the best of their abilities.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 6

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): See Appendix 2

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	• Didn't feel like I was viewed as a figure of authority. • Felt a bit disrespected by the child. • The teacher clearly had a positive relationship with the class as they were very respectful, engaged and on task whilst she was in the room.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	• The reading carousel worked successfully, and the teacher's clear instruction ensured that all children knew exactly what their group was doing at what time. • Most children remained on task even when the teacher stepped out of the room for a minute. • As soon as the teacher stepped out of the classroom, Child X who was on the ipad decided to try and distract the rest of the class by shouting out something he had read on the CBBC news site which he found funny but was not a laughing matter. The child persisted to behave in this way even though there was myself and another PGCE student within the room.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	• Create a positive learning environment and maintain positive working relationships with all classes in my future practice. • The teacher having to leave the classroom for a minute to sort a problem outside the door.

	• The child not seeing and respecting other adults within the classroom in the same way he respects the teacher.
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materïaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	• Either to be introduced or introduce myself to the class as a student teacher so they are aware that they still need to behave in the way that they would whilst their teacher was in the class. • Aim to create and maintain a positive working relationship with each class I work in during my own practice. • Set clear boundaries from the start.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 7

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 2/10/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): See Appendix 3

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	• Unsure as to why the child with ASD isn't integrated into any of the tasks with the rest of the class. • I felt as though the pupil may not be in the right place if they are unable to be included with the rest of class due to behaviour issues. •
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	• Lots of learning activities available for the rest of the class. • The child was not included in carpet time or any other activities. • The child spent most of the time sat on the TA's lap playing in a sink of water. • At no point did I see any attempt to include the child in anything going on around the classroom, even if just for a short time.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	• • Behaviour difficulties due to the child being on the Autistic spectrum. • The child hadn't attended nursery for the full year prior to starting reception so school and the new classroom was difficult for them.

Casgliadau a chatau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	• Encourage the child to try some activities with the support of the 1:1 TA, even for a minute or so. • Inclusion at carpet time, instead of sitting well away from the rest of the class, sit on the carpet so that the child feels included. This could even be behind everyone else to keep behaviour under control. • Use of a visual timetable and rewards to encourage the child to take part. • Keep my own actions in mind for if I encounter a similar experience within my own practice. • Reflect on my previous experiences as I have worked with quite a few children with ASD.
Y profiad newydd / <i>Transformed experience</i>	

Appendix 8

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 25/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): See Appendix 4

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	- Inspired by the teacher's pedagogy. - Understanding that allowing the children to choose their own level of challenge increases motivation and engagement.
Cofio a Deall/ Remember and Understand <i>Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda?</i> <i>"Can you list the aspects of the learning experience that went well?"</i> <i>Pa elfennau o'r profiad dysgu oedd yn siomedig?</i> <i>"What were the elements of the learning experience that were disappointing?"</i>	- The teacher was using AfL techniques throughout the whole lesson. - Always moving around the classroom and making himself available to help any pupils that needed it. - Creating a 'challenge yourself' wall consisting of 4 different levels of challenge and allowing the children to be responsible for their own learning. - Timer on the board for each task – could this put too much pressure on the children and have an effect of the standard of work?
Gwerthuso a dadansoddi/ Evaluate and analyse <i>Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol?</i> <i>"What will you keep the same to ensure effective teaching and learning in the future?"</i> <i>Beth oedd achos yr elfen siomedig bwysicaf?</i> <i>"What was the cause of the most important disappointing element?"</i>	- Consistent use of AfL throughout the lesson to guide future planning and teaching. - Allowing the children to be responsible for their own learning through creating different levels of challenge. - Timed tasks, not everyone was able to complete enough of their work to reach their chosen target.

Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	• Allow a longer time frame for the children to complete their tasks which will enable them to produce a higher standard of work and to also achieve the target that they set themselves. • Use levels of challenge in my own practice but to try to ensure that the children have a reasonable length of time to complete their tasks to the best of their abilities.
Y profiad newydd / <i>Transformed experience</i>	

OBSERVATION / FIELD NOTES 2: LEARNING EVENT

(Questions adapted from Fletcher Wood (2016))

Date: 25/09/19

Details of learning event: Year 6 - Maths session
Mixed ability class
Same work as the higher ability class, just use more scaffolding.

Learning culture

(Are the pupils focused on learning?)

- Students are given a starter task which focuses them instantly.
- They are given the opportunity to work independently or collaboratively.

Objectives

(Is there a clear purpose to the learning event?)

- Clear lesson objective shown on the board and explained at the start of the lesson.
- Key words shown on the board to assist the children during their task.

Direction

(Are the pupils clear about what they are doing and how to do it well?)

- The students had a timed starter task on the board. All sat fully engaged on the task.
- The teacher completes an example question on the board with clear workings out so that the children can use this example to guide them through their own questions.
- The teacher then showed the children another question on the board followed by four different answers. The children had to find the correct answer by talking through each one and explaining why it was wrong. This helped them to show that they had a clear understand of what needed to be done to get the correct answer.

Access and challenge

(Are all students able to engage in the learning event?)

- All children very engaged on the task.
- Peers helping each other and the teacher is constantly moving around the classroom to check understanding.
- The children are challenged by having timed tasks to complete.
- There is a 'challenge yourself' wall in the classroom so when the children have completed the original task, they are able to go up and choose another task to challenge themselves (four different levels of challenge to choose from).
-

Assessment

What is the pupils' understanding before, during and after the learning event?

- Recapping what was learnt from the previous lesson. This was done by asking the children which method they preferred to get their answers.
- Questioning the pupils on why/how they got their answers.
- 'Test your understanding' - using the teachers example answer to guide themselves through their own work.
- WAGOLL - the teacher used the visualiser to show the rest of the class another pupils work.
- Revisiting the learning objective for the pupils to check if they have achieved it.
- The teacher never gave the pupils an answer but worked through the steps with them to help them to get the right answer.

Specifics / Critical Incidents

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

The time limit for each task could be an issue for some pupils. The children that found the tasks challenging were struggling to answer more than one question which stopped them from achieving the learning objective.