

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.

Throughout this assignment, one of the main aims is to develop knowledge and understanding of effective observational skills, which includes being able to identify and evaluate critical incidents in the classroom. The Foundation Phase Framework (2008) states that it is important to observe children, to note their progress, enjoyment and also their involvement. Through observations, the practitioner should then be able to plan a curriculum around their children's individual needs, ensuring their development is supported (*Foundation Phase, 2008*). One type of observational technique that links with the Foundation Phase observational aims is a critical incident. *Tripp (2012)* suggests that "Incidents tend to be 'typical' rather than 'critical' at first sight, but are rendered critical through analysis." Through observation, analysis, and forming a judgement on what has been seen, it then becomes easier to identify learning steps and the next teaching strategies to put in place for the class or an individual pupil. The four critical incidents have been displayed through observation/field notes forms, attached in the appendices. For each observation/field notes form, there is an Assisted Reflective Conclusions (ARC) model that goes with it. The information has been documented and key incidents displayed formally as *Tripp (2012)* states that the first step to analysing a critical incident is to ensure there is a descriptive and nonbiased account of the event. The critical incident is discussed (in appendices 4.a.) and critiqued (in appendices 4.b.). The lesson observed was an English lesson, in a Year 2 classroom. It was essential to have the relevant, descriptive information from the observations, to then assess the critical incidents, setting out clear aims and ways in which to progress and support the class effectively.

All of the observations have been carried out at school X, which is based in South Wales. *BERA (2018)* state that it is the responsibility of the researcher, to ensure that all participants/potential participants understand what is involved in the study, as well as they can. They should also be told how and when the information will be used. It was essential to share with the school that the information being gained through observation, would be kept confidential, with no use of names of pupils or the school. It was important to discuss this, and to explain that the information would be discussed as part of our share day and used in this assignment. The school is an English medium school with classes ranging from nursery to year six. School X has 550 pupils, 26% of pupils in the school have additional needs, and

6% of pupils are looked after by the local authority (*ESTYN, 2015*). *The Welsh Government (2019)* state that 18.3% of pupils in Wales are entitled to free school meals, whilst my placement setting have 55.9% of pupils entitled to free school meals, which is a lot higher than the national average, and the local authority average, which is 18.8%. The school has a budget of £4,046 per pupil, the 3rd highest amount per pupil in the county borough, with the highest amount per pupil in the primary schools in the school's county borough is £4,735 (*ESTYN, 2015*).

It is vital to understand methodology in the context of this assignment. Methods in regards to this critical incident, link to the range of approaches used in gathering all of the information/data, 'for explanation and prediction' (*Cohen et al., 2003*). *Kaplan (1973)* suggests that the main aim of methodology is to help us to understand.

For this particular observation, a critical incident was chosen, but given more time in the future, it may have been possible to complete a case study. There are positive and negatives views on using both case studies and critical incidents. In regards to case study methodology, a case study can establish cause and effect, and one strength of a case study according to *Nisbet and Watt (1984)* is that they 'observe effects in real contexts'. *Hitchcock and Hughes (1995)* suggest that case studies are particularly valuable when the individual that is observing has no control over the events being observed. *Cohen et al (2003)* have a concern that the case study method is the 'weakest method of knowing'. In regards to links between critical incidents and case studies *Butterfield et al (2005)* suggest that both critical incidents and case studies are qualitative methods of research that have been widely used for decades.

It is essential to understand the importance of observations and the role that they play in the Early Years. *Palaologou(2008)* believes that observations, planning and assessing are all critical in terms of practice in any early years setting. There are several different observational strategies/ways of observing that practitioners can use. As we only had two observational days, the observation technique used was spontaneous observation. There was nothing in particular that I was looking for, I was just observing different lessons, in the hope of finding a critical incident to discuss. I ensured I was familiar with the different observation strategies and decided to complete a non-participant observation. Non-participant observation 'requires the professional to step outside the role of practitioner, and not to be involved in interacting with the children, acting instead as an object observer of the

child/activity' (*Palaiologou, 2008*). *Devereux (2003)* suggests one disadvantage could be loss of information of the event if it is not logged as soon as possible. I ensured that as I saw the critical incidents, I wrote down as many notes as I possibly could, then transferred that information in to the observation/field notes and ARC worksheets during the class' break-time. As a new person in the classroom, I didn't want me being there to affect the behaviour I observed, as it then wouldn't be an honest observation. I sat in the corner of the classroom, close enough to be able to hear and see each task set, but also not able to get in the way of the children and their tasks. *Palaiogou (2008)* emphasises the need for the practitioner's presence to be discreet when completing a non-participant observation.

Child A was very disruptive from the start of the lesson right up until the end of the lesson when he was removed, but the critical incident describes child A's behaviour during the introduction of the lesson and how child A's behaviour progressively got worse. Child A's behaviour gained my attention, as he was the only member of the class not joining in with the activity, and misbehaving. Misbehaviour refers to any behaviour shown that undermines the teacher, and their ability to maintain effective learning experiences for their class (*Kyriacou, 2009*). The behaviour was interesting to see, and through reflection and evaluating, would make a good critical incident.

As the lesson started the class teacher ensured all of the children were sat on the carpet, except for child A who was sat under the table pushing chairs over. While child A was under the table, the teacher had the whole class to complete the story using the Pie-Corbett scheme. The Pie-Corbett scheme and acting out of the story links to healthy, confident individuals who have the confidence to participate in performance, although child A did not perform or contribute to the story, it may have been linked to his confidence (*Donaldson, 2015*). The only time the teacher acknowledged child A's actions throughout the lesson, was when she told him that it was 'his choice' and that 'the more he knocked over, the more he would have to pick up'. The teacher also told child A that the rest of the class were trying to concentrate and that he was distracting them from their work. This links to one of Donaldson's four principles, as ethical, informed citizens 'understand and consider the impact of their actions when making choices and acting' (*Donaldson, 2015*). This also links to healthy, confident individuals who 'are building their mental and emotional well-being by developing confidence, resilience and empathy' (*Donaldson, 2015: 3*). The teacher ensured that the child knew what he did had an impact on others and their feelings. When child A came out from under the table and picked up the chairs, he was praised and then set to work on one of the laptops, completing the narrative writing worksheet. The narrative writing worksheet had an aim of ensuring the children could work in groups, and apply their

knowledge on the story 'owl babies' in describing the different owls in the story. This links to one of Donaldson's four purposes, ambitious, capable learners as the children were using digital technology creatively and also building a knowledge and having the 'skills to connect and apply the knowledge in different contexts' (Donaldson, 2015). Child A wasn't set to work in a group, like the rest of the class, but was told to work independently on the narrative writing task. The teacher wanted ambitious, capable learners, but failed to pair child A up with any peers, or go over the success criteria with him, as he may not have heard the information from under the table (will go over this in more detail during the literature review). This led to child A disrupting other children and not completing any work. Child A then went on to throw a stool at another child, which led to the class being taken outside and the headmaster being called.

Through focus on the critical incident, there are several areas for potential research. As behavioural issues were a main concern, the first area for research is behaviour management and the different strategies and theories that are in place or can be put in place to ensure positive behaviour throughout the classroom. After researching behaviour management and the different strategies, it is essential to discuss and research the constructivist approach and humanistic approach, evaluating how these methods can be used effectively in practice.

Steer (2009) believes that there is no single solution to poor behaviour, but through consistent implementation of behaviour management, each school has the potential to raise standards. Crone, Hawken and Horner (2015) state that in schools where they have introduced a trained behaviour support team, rather than relying on one individual to deal with the behaviour, behaviour problems are significantly reduced. Not all schools have the budget or the opportunity to employ a behaviour support team, but after looking at *School X's Achievement, Behaviour and Discipline Policy (2018)*, it was made clear that if behaviour issues are persistent, there is involvement of outside agencies, such as behaviour support services and Psychologists. School X's Achievement, Behaviour and Discipline policy has an aim to create a healthy balance between rewards and sanctions with both of these being clearly specified (*School X: Achievement, Behaviour and Discipline policy, 2018*). The teacher adhered to the Achievement, Behaviour and Discipline policy through clearly specifying why the child was being punished and explaining that the behaviour shown was not acceptable. Pritchard (2009) suggests that behaviourists see change in behaviour as a result of learning and experience. The main link between change in behaviour is through a process of rewards

and sanctions, but there is little regard for the child's understanding or mental process (*Pritchard, 2009*).

Pritchard (2009) goes on to mention that too often, the way in which the difficult behaviour is dealt with, risks making things worse for the rest of the class. The teacher dealing with child A used positive language throughout and tried to ensure the rest of the class were not distracted during their tasks. *Crone et al (2015)* suggests that decreasing the need to engage in bad behaviour, makes the behaviour irrelevant, therefore reduces the problem behaviour as the child will not get the attention that they are wanting. Child A was distracting other pupils who were trying to work on the narrative writing computer task, which didn't go unnoticed by the teacher, who reacted by giving child A a row. *Crone et al (2015)* would say that through the negative attention from the teacher, Child A got the attention that he wanted, so from this, will carry on misbehaving, in the hope of getting similar attention.

Pritchard (2009) disagrees, as they believe a child needs to know when they've displayed inappropriate behaviour in order to improve in the future and for the child to understand the use of rewards and sanctions.

Wallace (2009) discusses different behaviour strategies and ways in which to try and improve behaviour. One strategy that's discussed is introducing reward charts and stickers. In school X they have the class Dojo system, but *Nottingham (2013)* suggests that many children need constant feedback and praise. Through introducing reward charts and stickers, it's instant feedback on the child's behaviour and there for the child to see (*Crone et al, 2015*). *Pritchard (2009)* agrees with the above statement and claims that introducing rewards, linked with the behaviourist approach, can be a great incentive to the pupils, to work hard and to behave well. One problem that has been raised with the behaviourist approach is that rather than a desire to learn, learning is initiated based on external consequences (*Mayer, 2004*).

The second area for potential research are two popular teaching methods, the constructivist approach and the humanistic approach. After discussing behaviour management and the behaviourist approach above, it is relevant to discuss other approaches, in order to compare, contrast and evaluate effective techniques and approaches. *Kyriacou (2009)* suggests that when considering key areas of effective teaching, there are three models. The three models are complimentary and consistent with each other (*Kyriacou, 2009*). Each approach will be discussed briefly, stating main aims and beliefs of each, followed by links to the critical incident and ways in which they were promoted in practice or effective ways in which to include them in future practice.

One of the main constructivist theorists is Lev Vygotsky. One of Vygotsky's theories asserts three themes relating to MKO (the more knowledgeable other), the zone of proximal development and social interaction. The Social Development Theory relates to social interaction and argues that social interaction plays a lead role in the development of cognitive skills (*Pritchard, 2009*). This is relevant to the critical incident, as throughout the observation, the only time child A had social interaction, it was just between the teacher and child A. *Pritchard (2009)* goes on to discuss the ways in which teachers usually transfer information to students, through an instructional model, but Vygotsky's theory promotes pupils to play an active role in their own learning, therefore making the learning a reciprocal experience for both the teacher and the pupils. During the critical incident, the teacher displayed the instructional model, and gave the children two different activities to complete throughout the session. In the future, a good way to promote pupil involvement may be to include the children in the aims of the session and to decide which aspects of the story they want to learn about. This links with Vygotsky's social development theory and the assessment for learning principle: peer and self-assessment (*Welsh Assembly Government, 2010*).

More knowledgeable other (MKO) is someone who is someone who is a higher ability or someone that has a better understanding than the learner, in a certain task (*McLeod, 2018*). One implication of this is that the MKO may not have as much knowledge or the right knowledge on the particular subject (*Pritchard, 2009*), but *Sheninger and Murray (2017)* state that the MKO can be a teacher or LSA, and also many schools use educational games or apps to guide students through their learning process. In regards to this critical incident, child A may have benefited from an MKO, whether it had been an educational game or a child in the class.

The humanistic approach is a psychological perspective that looks at the child holistically, Humanistic psychologists look at behaviour through the eyes on the individual displaying the behaviour, not just only through their own eyes (*McLeod, 2015*). *McLeod (2015)* suggests that humanistic psychologists tend to disregard scientific methodology, such as experiments, and use qualitative research methods, such as unstructured observations or interviews. As discussed above, child A's observation was unstructured and unplanned, but only gave information about the child's behaviour shown and no information on the child and his needs or views. *Schneider et al. (2014)* believe that qualitative research is useful to understand individual pupils' feelings, in depth, and *Pritchard (2009)* argues that the best way to find out and understand others is to discuss feelings and experiences through talking.

The teacher set two main tasks for the lesson, and the children were split in to two groups to complete this task. *Crowley (2014)* discusses the research in to effective early years settings and believes that the most successful pupils comes from classrooms where they are encouraged to plan, choose and control their activities and learning. This links with *Pritchard (2009:17)* constructivist views on learning, and learning best when we 'actively construct our own learning and understanding'. The children did not set their own tasks, but they were given an option, as to which one they would like to choose to complete. Child A however, was not given the same option, and set to work on the narrative writing task, alone. This also links with the above statement linking to Vygotsky's work and the social interaction theory of cognitive development (*Pritchard, 2009*).

Crowley (2014) suggests that peer acceptance or the lack of peer acceptance has consequences for children, especially in the Foundation Phase. Rejected children tend to fall in to one of two sub-groups; rejected-withdrawn children tend to be anxious and withdrawn; rejected-aggressive children, display high levels of aggression and act on impulse (*Crowley, 2014*). Through research in to *Pritchard (2009)* above humanistic knowledge and sitting down and discussing feelings and experiences, this may have been a beneficial way to try and understand why child A was feeling a certain way, and to then put next steps in place. *Schneider et al. (2014)* suggest that the qualitative methods, such as unstructured interviews in the humanistic approach provide a more holistic view of behaviour, compared to constructivism and behaviourism. It is argued that the lack of research in to the humanistic approach is a possible reason for the lack of impact, and may be a reason as to why the constructivist and behaviourist approaches are dominant and more commonly used. Another reason that the humanistic approach may not be commonly seen in the classroom may be because the different methods used can be more time consuming, and may not fit in to the teacher's routine and daily tasks (*Crowley, 2014*).

Tripp (2012) believes that good teachers use good techniques, but these alone do not produce good teaching. A good teacher self-assesses, observes and has an informed opinion (*Tripp, 2012*). In the future, when observing child A, it may be essential to carry out a planned observation. Planned observations can be used to gain specific information on different areas, such as behaviour. *The Foundation Phase Framework (2008)* states that 'planned observations should have a specific focus and practitioners should be aware of what to look out for and who to look at'. It was not possible for me to use this observation type during my two days observing as I was not sure at first what I was looking out for, and not familiar with the children or the classroom. This technique may be useful when observing

child A in the future, to see if there were any triggers that caused the bad behaviour or if there is anything that calms the situation. Another observation strategy that may have benefited child A might have been a sociogram, with the main aim investigating child A's social interactions with his classmates throughout the lesson/day. Child A wanted the teachers' attention a lot throughout the day, and him hitting the little girl at the beginning of the lesson may have been his way of gaining her attention. The sociogram would be an effective way to gain information on the child's interactions and relationships with other children, and 'can show the child's popularity with other children' (*Palaogou, 2008*). It is not clear if social interactions are a factor in the child's behaviour, but the sociogram may give a clearer understanding of child A's day-to-day interactions.

After looking at the different approaches that may be useful in the classroom and looking at *Crowley (2014)* views on effective teaching and letting the children lead their own learning, in the future it may be useful to use a more humanistic approach when setting tasks for child A. Child A was already emotionally vulnerable after the events that had occurred before being sent off to complete work, it may have been beneficial to ask child A which group he would like to work in, and what task he may like to complete. This would have linked to Vygotsky's social interaction, cognitive development, and given child A opportunities to peer and self-assess throughout the activity, linking to assessment for learning principle: peer and self-assessment (*Welsh Assembly Government, 2010*).

Crowley (2014) suggests that each time a child finally calms down after having an outburst of anger or bad behaviour, it gets harder for them to compose themselves. Approaches to dealing with such behaviour is different in all settings, but many schools, especially those in disadvantaged areas, have school-based units on site, where children can be sent for short periods of time to calm down (*Kyriacou, 2009*). This information has informed my own professional and personal development, as in the future I will ensure that any child in my setting struggling with their behaviour has enough time after displaying such behaviour, to calm down and return to the classroom and that they are calm enough to complete their set tasks. School X are lucky enough to have a 'cooling off' room where children are able to go if they're feeling overwhelmed or frustrated, in the future it may be useful to use this space. After evaluating the critical incident and reading Donaldson's 4 purposes and 12 pedagogical principles (2015), it was made clear that the reason the child may have not joined in, may have been because he didn't have the same amount of confidence as the other healthy, confident individuals in the class (*Donaldson, 2015*). *Kyriacou (2009)* suggests that children tend to act out as a sign of frustration or confusion. After completing this research, the next time that I work with child A, it may be a good idea to complete the story individually with

him, to ensure he understands the Pie-Corbett scheme and to evaluate the level of understanding, linking to *Schneider et al. (2014)* views on the humanistic approach and using unstructured interviews to gain understanding of child A.

After observing the lesson, I spoke to the teacher and she explained that child A has been showing the same sort of behaviour that I observed around 2/3 times a week. The teacher explained that she was trying to connect any triggers for the behaviour and any factors that may have affected the child. From the results of the next steps listed above (sociogram and evaluation of understanding) depending on the results, and the child's links with other children, it may be useful to pair child A up with a MKO (as discussed in the constructivist approach). Through doing so, this may help develop child A's understanding and help him gain communication and social skills that he will need throughout his life (*Pritchard, 2009*).

In conclusion, it was relevant to discuss and research all three approaches to learning, as through the analysis of the incident, it has provided 'improved professional judgement' (*Tripp, 2012: 125*). It is important to recognise that misbehaviour from pupils serves an underlying psychological need, and as a practitioner, it is important to be non-judgemental, approachable and able to listen to the child and anything that they want to let you know that may be affecting them (*Kyriacou, 2009; Schneider et al., 2014*). This links to the new professional standards for teaching and leadership as the standard for effective pedagogy believe that the teacher in a leadership role, is 'accountable for the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners' in order for learners to achieve the best that they can, in regards to their well-being, progress and standards (*Welsh Assembly Government, 2018*).

It was essential to evaluate the critical incident and to provide 'next steps' in order to find skills and knowledge of excellent practice and ways to improve and support own professional development (*Welsh Assembly Government, 2018*). *The Welsh Assembly Government (2018)* suggest in the new professional standards for teaching and leadership, that the teacher ensures that the classroom is a positive environment that is manageable and all outcomes are evaluated and applied.

Appendices

Observation Field Notes 1a – 4a.

Assisted Reflective Conclusion (ARC) models 1b-4b

Appendices 1.a.**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 25.9.19
Lesson details: A lesson based on the history of America. The lesson related to wealth, fast food chains and the history of apple pie. The children showed the information they had been taught by writing it all on a cause and effect multi-flow map.
Classroom culture (Are the students focused on learning?) There were a few children in the class that were very focused. On several occasions throughout the lesson the children were chatting to friends, walking around the class, whilst there were others sat at the table looking out of the window. There was one boy in the class who was teasing the girl sat next to him, nudging her arm and kicking her under the desk - this went unnoticed.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The purpose of the lesson was to find out about the different foods in America. One example the teacher gave was that in America, they have much hotter weather, meaning a wide variety of crops able to grow. The teacher wrote these points on the board and went over them before asking them to write the information down in the multi-flow map.
Direction (Are the students clear about what they are doing and how to do it well?) The children understood that they had to take the notes that were written on the board and write them in their multi-flow maps. They also knew that once they had finished this task, they had to put their completed work sheet on the teacher's chair before completing a spelling game on the class iPad's. There was also a 5-minute countdown clip that played before the end of the lesson, making the children aware of how long they had to finish the task and to tidy up.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)

All children had the same information and the same worksheets. All of the information the children had to write down, was written on the white board, meaning they just had to copy what they saw. This to me didn't seem very challenging.

Assessment

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

Before completing the task, the teacher discussed the key aims with the children, letting them know exactly what was expected of them. The teacher discussed the foods that are commonly linked with America and discussed the key points with the children whilst writing them on the board.

During the lesson the teacher looked around a few times at the children's work, but not very often. More often than the teacher going around, the children took their work to the teacher, who was sat with children in the corner, reading.

At the end of the lesson the children all sat on the carpet and did their calendar for that day, which had no link with the task they had just completed. There was no recap of the task and the teacher then discussed what they would be doing after dinner.

Specifics / Critical Incidents

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

- The children had just started completing the task, when the teacher called five of them to do some group reading in the reading corner. This may have been a distraction for the rest of the class who were meant to be completing the task, but could hear people reading loudly.
- While the teacher was in the reading corner, many children around the room (out of the teacher's sight) began to stop completing the task and do other things instead. Three boys at the back of the class began trading football cards, while one child taunted the girl sat next to him, by kicking and hitting her. Clear links to pupil and teacher communication, and also behaviour.
- Behaviour management: The teacher used a clapping technique to get the class' attention. The teacher clapped, the class stopped what they were doing and all chanted 'don't clap this one back'. The teacher had the class' full attention.
- Wait-time: The teacher asked one group how they were doing with the task, then answered her own question by telling them that they didn't have long to finish their work.

Appendices 1.b.

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 25.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Communication between teacher and the class during reading time/ American task.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I was surprised that the teacher called a group to read several minutes after setting a task. The group that were reading, were a distraction to the children completing the task and vice versa. The teacher choosing to try and split the class' attention is the only part of the lesson that shocked me, as the objectives and aims of the lesson were engaging, and the class seemed genuinely interested in America.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The teacher explained the aims of the lesson and what was expected of the class very well. I feel that the class were all focused and all understood what was expected of them at the beginning of the lesson. I feel that the children being split in to reading groups/groups completing the task did have an impact on the learning as many didn't complete the task in time, the majority of the class were off task for a long period of time, talking to their peers, and walking around the room. At the end of the lesson the teacher used a clapping technique that got the whole class' attention and helped to bring the attention back to what the teacher wanted the class to be doing. The main area of development in this session was concentration and encouragement. The teacher took responsibility for Assessment for Learning, through trying to maintain the reader's attention while also trying to control the behaviour in the classroom. Links to assessment for learning are sharing criteria with the learners – which was done well, and also peer and self-assessment – throughout the task, several children in the class compared their work and helped each other.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	Getting the children to read is very important, however I feel the children encountered the most problems when trying to concentrate on their set task, while hearing other children reading stories in the same classroom. The children knew that the teacher was focused on listening to the group, hence them talking to friends and trading football cards with friends. The children may have benefited through continuous provision, praise and encouragement throughout. On the other hand, one area of Assessment for Learning is peer and self-assessment. It could have been the teachers aim to ensure the children were becoming more independent and learning how to self-assess.

Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	A solution to this problem may be to have focused on the main task and to maybe do the reading task either in a different session or outside the class in the group reading area with the TA. This would have given the teacher more time to check that the children in the session were on task, encouraging hard work through enthusiasm and reassuring the children that were doing well. The lack of concentration may have been caused by the ratios of teacher: children in the class, as the teacher had a class of 31 with just one TA. I feel that it is important to promote independence, but with so many members of the class off task and not concentrating, it may be important for the teacher to keep a close eye on this and to slowly ease the children in to completing tasks independently.
Y profiad newydd / <i>Transformed experience</i>	

Appendices 2.a.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.9.19
Lesson details: Singing Assembly - preparation for Foundation Phase harvest assembly.
Classroom culture (Are the students focused on learning?) I was based with Class 2 and throughout the assembly the children were focused on the assembly, focused on singing and listening to the chosen songs.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) There was a clear purpose. The songs that were being taught to the children were based on the Autumn season. The children knew that the songs they were learning were important as they would be the ones included in their harvest assembly.
Direction (Are the students clear about what they are doing and how to do it well?) The children were given opportunities to practice these songs in class and also in assembly as a bigger group. The children were very familiar with the songs and knew what was expected from them/how to sing them well.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) There were opportunities for all children to be involved. Barriers to involvement were children at the back struggling to see the words on the screen, and also the younger children not being able to read yet and having to learn each song word for word, which may be difficult for some. During two of the songs, groups of children from different year groups had to sing different lyrics at the same time, keeping tempo and remembering which part was theirs. Overall, I feel that the majority of the children were challenged.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Before going to the hall the class teacher explained where they were going. There were several teachers in the hall through assembly who made sure they walked around the hall, making sure all children were actively involved and joining in with the singing. There was one member of staff that sat with a few children, I asked why and they told me that these children were known to misbehave during assemblies. Through continuous provision and knowing who to 'keep an eye on', this behaviour was being dealt with, and this helped to avoid disruption during the assembly. After the children had finished the teacher commented on how well behaved they were and how well they had all sung. The teacher then said with a little more practice the songs would be perfect. The teacher used the two stars and one wish technique to praise the children and encourage them.

Specifics / Critical Incidents

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

- **Communication:** One teacher said 'If you speak, you'll miss your break' when he heard one of the older children speaking in assembly. It wasn't made clear that if they spoke 'during assembly' they would miss their break, and this may have been confusing for the younger children.
- **Communication and Behaviour:** Class teacher said 'I won't be singing, I can't sing'. A few children in the class then didn't sing during the assembly. Teacher's should lead by example and by saying 'I won't be singing, I can't sing', may have negatively affected the class' behaviour and given them an excuse not to sing too.
- **Behaviour:** One child started crying during the assembly and the class teacher then let the child sit on her lap for the whole of the assembly. This could have led to other children using the same behaviour to get the same attention from the teacher.

Appendices 2.b.

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Communication between the teacher and her class with the comment 'I won't be singing, I can't sing'.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	My feelings on the assembly as a whole, were pretty positive as the teachers were all focused on ensuring the children were joining in and singing, but the comment at the beginning of the assembly took me by surprise. I was pretty shocked to hear this, as no matter what the teacher's views on singing, I thought she would have encouraged the class to sing and to lead by example.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	The teacher explained where the class were going, what they would be doing and what behaviour was acceptable in the hall. The children were very clear what was expected of them. I feel that the class were all focused and all understood what was expected of them. This links with one of the four elements of AfL – sharing criteria with learners. The children being told by the teacher that she wasn't going to sing had a negative impact as some of the class didn't sing at certain points of the assembly and the class teacher sat at the side with one of the children on her lap. At the end of the assembly the teacher called each class by name to leave the hall, one class at a time. When we got back up to the classroom the teacher praised the children on their good behaviour and said that she enjoyed listening to the songs. The main areas of development in this session were concentration and repetition (learning the songs and repeating them to ensure the words were correct). The teacher took responsibility for Assessment for Learning. Use and quality of feedback was used throughout, positive feedback and encouragement to improve and develop their singing skills.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The teacher was very enthusiastic in the classroom and communicating with the class in general. It may be essential in the future to promote effective teaching through keeping the same enthusiasm and channeling it in to singing and the assembly. However, the teacher may have used the comment as reverse psychology in an attempt to make the children feel superior in this area, as they may feel that they can sing/perform better than their teacher. On the other hand, some children sat well, but didn't sing and were uninterested in the songs during the assembly.
Casgliadau a chymau <i>Conclusions and actions</i> <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	In conclusion, I feel that the teacher gave the children an excuse not to get involved with the singing activity by not participating herself and openly saying she wouldn't. I think a solution to this problem moving forward would be to lead by example and to sing along with the class, giving the pupils no excuse as to why they're not singing.
Y profiad newydd / Transformed experience	

Appendices 3.a.**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 26.9.19
Lesson details: Maths Lesson. The class were split in to three groups. The main aim of each task was for the children in the class to gain knowledge and understanding of the two times table. The tasks focused on dividing by two and multiplying by two.
Classroom culture (Are the students focused on learning?) The students were all familiar with the groups that they were going to be split into, as the groups were used in Maths lessons every day. The class all knew where they had to be, what task they were completing and were all focused on the task and learning.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The aim of the lesson was to help the children understand and gain knowledge on the two times table and multiplication and division. The three tasks were different, but all had the same aim/learning outcome.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher explained clearly that the children were to split in to their maths groups which were squares, rectangles and circles. The teacher explained the set tasks and the children were all completing the tasks well.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) For the majority of the lesson, all students were engaged and actively involved. In regards to challenges, I asked the teacher how the children were placed in to each group and she explained that each group was made specifically for children with different abilities in Maths. The squares were high ability, rectangles were middle, and the circles were low ability. The squares were completing diving and multiplication games on the computer. The more questions they got right, the harder the questions would get, so they were being challenged.

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

Before explaining the tasks, the teacher did some quick maths questions to get the children's attention and to get them engaged straight away. The teacher set clear guidelines of what was expected of each group.

During the session the teacher worked with a group but was also constantly checking on the other groups, praising them and ensuring they were all on task. The teacher assessed understanding through questioning her own group, through checking percentage results of the children working on the computers and the other group were working with the TA, who was communicating with the teacher and letting her know how the group were doing. After the session the teacher thanked the class for their participation and their hard work. Praise was used in the teaching and the children were encouraged and inspired to continue working hard.

Specifics / Critical Incidents

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

- Communication: The teacher was working with the rectangles on a table in the middle of the room. The teacher was monitoring the children's work and proceeded to call child A 'dolly day-dream' as he hadn't completed as much work as the other children on the table. The other children on the table started laughing, and child A didn't react. Several minutes later the teacher said 'you're taking so much longer than the others, you are dolly day-dreaming again' and the children in the group laughed again. Child A replied with 'no I'm not'. Child A's reaction suggests that he didn't like being called 'dolly day-dream'. Child A was the only boy in the rectangle group, so may have felt singled out already.

Appendices 3.b.

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26.09.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Communication between the teacher and Child A – ‘dolly day-dream’.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>“What are your feelings regarding the experience?”</i>	My feelings on the lesson as a whole were positive. The children were able to work independently, whilst still getting encouragement and attention from the teacher and TA. I was shocked to hear the teacher call child A ‘dolly day-dream’, especially being called it more than once. Child A didn’t react the first time, but said ‘no I’m not’ the second time.
Cofio a Deall/ <i>Remember and Understand</i> <i>“Allwch chi restru elfennau’r achos yng nghyd-destun y dysgu?”</i> <i>“Can you list the aspects of the incident in the context of learning?”</i>	The teacher explained the lesson plan, what multiplication and dividing was, and the aims of the lesson. I feel that the class were all focused and all understood what was expected of them. This links with one of the four elements of AfL – sharing criteria with learners.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>“Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?”</i> <i>“What could be kept the same to ensure effective teaching and learning in the future?”</i>	The way the groups were set up were tactical, ensuring activities were ability appropriate and that all children were challenged. On the other hand, if children who are higher ability, get grouped with children of a lower ability, the children may benefit through peer assessment and helping each other understand tasks and activities. The children in each group worked well together and there were no major incidents or accidents throughout the session. The group systems in Maths were very effective. The continuous support and encouragement throughout the session ensured the children were concentrating on the set task, and I think this ensured effective learning.
Casgliadau a chymau <i>gweithredu/</i> <i>Conclusions and actions</i> <i>“Beth yw eich atebion posibl i’r mater a nodwyd?”</i> <i>“Beth y gellid ei wneud nesaf?”</i> <i>“What are your possible solutions to the issue identified?”</i> <i>“What could be done next?”</i>	In conclusion, I feel that the teacher planned a great lesson, planning helped to challenge all groups of different abilities, and the Maths activities were engaging for the class. The comment to Child A may have just been meant as a light hearted joke, aimed at getting Child A to concentrate, but it wasn’t very sensitive to his thoughts, feelings and well-being. In the future, it may be beneficial to think of the child holistically, and perhaps encourage learning, rather than focus on the negative factors. One strategy to help may be two stars and a wish. An example of two stars and a wish, in this scenario could be the teacher praising the child’s understanding of the work, commenting on the child’s handwriting, then going on to say that there are several other questions left and encouraging the child to complete those at a high standard too.
Y profiad newydd / Transformed experience	

Appendices 4.a.

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2.10.19
Lesson details: English lesson. Narrative writing and Pie Corbett scheme. The story used was Owl Babies.
Classroom culture (Are the students focused on learning?) Students were all sat on the carpet using the Pie Corbett scheme to tell the story of the Owl Babies. When the story was completed, one group stayed on the carpet and performed the story for the teacher to record, and the other group completed a worksheet on the computer. There was one child on the carpet who wasn't concentrating/joining in, the teacher spotted this and asked him 'why he wasn't participating?'. By asking child B why he wasn't joining in, it led to him participating more. On the computers, there was one child (child A), working alone, as he had been misbehaving throughout the morning, and at the beginning of the lesson. Throughout the lesson, Child A was not focused on learning, at all. Child A tried to disturb another group by clicking off their work before they had saved it. Child A also threw chairs, spat at the teacher, and hit the teacher. The teacher worked hard to ensure that while this behaviour was going on in her classroom, that the other pupils were still working well and that their learning wasn't being disrupted.
Objectives(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The lesson had a very clear purpose. The children had been working on the story and learning the actions throughout the week. The children completing the story on the carpet with the teacher needed to be confident in reading the story, for the teacher to observe and record them. Through practice and repetition, the children were able to do this. The children on the computers were completing a worksheet that was based on the story, using narrative language and describing the different owls. This task aimed to work on their spelling and use of describing words.
Direction (Are the students clear about what they are doing and how to do it well?) The children had all been told what was expected of each group and set aims for the end of the lesson. The majority of the class worked well and aimed to complete what was expected. Child A had sat under the table for the majority of the explanation, so may not have understood what was expected of him.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The Year 2 class are split in to different groups for Maths and English. There are four different ability groups, and the group that I observed was the top set. Each group had similar tasks set, but the top set had more aims and objectives for the children to meet - ensuring that they were all challenged. All students were able to engage in different aspects of the lesson.

Assessment

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

At the start of the lesson, the teacher started using the Pie Corbett scheme straight away, as the children were familiar with this and the story that was being used. This got the children involved with the lesson straight away.

During the lesson, the teacher praised the children on the computers for their work being completed, and assessed how they were getting on through the different words that they had used to describe the owls. An example of this would be, 'yes, the owl does look fluffy. Can you think of another word that's similar to fluffy to describe the owls?'. The teacher constantly gave feedback to the children that were completing the story on the carpet. During this time, the teacher let two of the pupils read the story to the other children on the carpet, promoting independence and also seeing how confident the children were to complete the task on their own.

After the aims and objectives of the lesson were completed, the teacher let the children complete a learning game of their choice on the iPads, as there was a five-minute gap between the lesson finishing and the children's break time.

Throughout the lesson, the teacher used praise throughout her teaching, and also positive feedback that helped to expand their vocabulary and understanding of describing words. By letting the children read the story to the class themselves, the teacher promoted peer and self-assessment, as it gave the children time to understand themselves, how confident they were reading the book and completing the actions. The children on the computers were also working in groups, giving them a chance to peer assess and work together to find the best describing words (peer assessment and problem solving skills).

Specifics / Critical Incidents

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

- Child A smacked a child at the beginning of the lesson. The teacher called both children over and dealt with the situation calmly, emphasising the need for kind hands. Child A called the teacher 'a big dummy'. The teacher then helped the child understand that words can hurt and that what child A had said, had hurt her feelings. Child A reluctantly apologised to other pupil for smacking her, but not to the teacher for his behaviour or what he had said.
- Child A hid under the table during the story at the beginning of the lesson, didn't join in, and pushed all of the chairs over. The teacher actively ignored his behaviour and the TA then emphasised to child A that he was 'making the wrong choices' and that if the behaviour carried on, they would have no choice but to call the headmaster. Child A did calm down after speaking to the TA, but did not apologise for the behaviour shown, he did however, pick up one of the chairs that he had thrown.
- The child smacked the teacher, spat at the teacher, cancelled peoples work on the computer, and threw a chair at a fellow pupil.
- The lesson ended in the head teacher being called because of the chair being thrown at a pupil, as it was a safety issue, the class was emptied to ensure the children's safety. The head teacher told child A that he would not be attending the school trip on Friday (negative punishment).

Appendices 4.b.

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 02.10.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child A hiding under the table during the English lesson, trying to distract the other pupils.

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I was shocked to see the behaviour displayed. I felt that the first time the child displayed bad behaviour, the teacher and TA dealt with it so well, I didn't expect to see it carry on for the duration of the lesson and end in the child being escorted out of the class room by the head teacher.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	In regards to context of learning, child A didn't complete any work. The teacher used praise and encouragement, was calm and kind, yet none of the positive reinforcement helped. The main areas of development in this English lesson were LLC skills, reading and oracy.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The lesson as a whole was planned very well, the majority of the children were engaged, enjoying their set task – this shows effective learning. The majority of children in each group worked well together, apart from child A. Peer and self-assessment was used throughout, in both tasks. In the future, if child A begins to display the same behaviour over and over, it may be useful for the teacher or TA to give the child some thinking time or time to be alone, to try and calm him down and to defuse the situation. At no point, until the end of the lesson was child A taken out of the classroom for some 'one on one' time with a member of staff, and he may have benefited from this, as he was constantly trying to get the teachers attention. The class are fairly new to the teacher, and the behaviour strategies put in place may not have had enough time to become effective. Through repetition and more time, the strategies may be effective and child A may react to them.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	In conclusion, I feel the lesson went well, in regards to effective learning, apart from the child A. The lesson was planned well, and the other children still gained knowledge/understanding from the set task. One solution could be to introduce a reward chart which would then give child A something to work towards. Another solution may have been to remove child A from the class and had a 'one on one' chat with him about his behaviour and ways to improve. If the teacher had given him a chance to speak to her, air his feelings, he may have calmed down and entered back in to the class with a clear mind set. Child A was set to complete the task on his own, rather than with a group like the other children. Child A may have benefited through having a friend to work with, to ensure he was not singled out and also by having somebody to keep his attention/give him the attention that he wanted.
Y profiad newydd / Transformed experience	

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