

Title:

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.

Introduction

This assignment will outline a critical incident that has been observed within the classroom environment and discuss the impact each had on the learning and development within the classroom it took place in. The critical incident that will be explored is based around ALN learners within a classroom and the behavioural limitations it can have on learning. Specifically, when ALN learners require additional attention and the teacher has to deal with the behaviour issue before it escalates, taking away from learning for the rest of the class. Identifying this critical incident allows me to reflect upon my own teaching, in order to prevent such incident from occurring, or to be more prepared for the situation should it occur. Key theorists who contribute to my area of interest include Donaldson with his *Successful futures* model (2015) accompanied by behaviour theorist Skinner (1957) and Geoff Petty (2004) with his *Teaching today* guide to practical teaching. This critical observation will be centred surrounding ALN learners and the additional support teachers must satisfy when required, this study will also evaluate how a teacher prepares for this, and how this affects the learning of both the ALN pupils and non ALN pupils.

Observation

The critical incident itself took place within a top set English class, where the teacher was both experienced and had a good relationship with the class from last year's teaching. Upon walking into the classroom, it was evident that one pupil was particularly agitated, upon further investigation on my behalf it was identified that he had ALN. As seen in appendix 1 the ALN student was placed in a seat on the teacher's desk in order for him/her to achieve the lessons objectives and to obtain learning. As seen in appendix 2 the child was then able to answer questions within the plenary recall and therefore provided evidence that the teachers actions had a positive impact.

The critical incident which was observed took place In a Secondary school (School X) with a large cohort, with the figure at 732 in 2018 (My local school 2018). This assignment will focus on appendix 1. School X receives level Green support, with 35.1% receiving free school meals, which sits at 16.8% higher than the national average for Wales (reference gov. wales). In 2018 they were reported by Estyn as having 'consistently high-quality teaching which enables pupils to make very good progress' (Estyn) which explains their high attendance average which sits at 93.5% in 2018. In 2018 they had 6.1% of children who had been statemented as having ALN, with 25% of children being placed on action plus. (Mylocalschool 2018). The class in which the critical incident took place in a year 8 top set as previously mentioned therefore meaning their level of interaction and expected net learning was high. This is something this critical evaluation will look into throughout this evaluation, in order to understand behaviour and attainment. Upon observation, it is clear that teachers within lessons at school x have the ability to adapt to each situation given to them, and therefore get the best net learning out of their pupils. This links to my observations as teacher support was critical to student confidence engagement. This is something that this study will explore. Upon reflection, although the teacher dealt with the situation remarkably well, the alternate strategy and support method in place for teachers with ALN pupils within their lessons would be intervention.

Literary review

This review will centre around the literature that supports my critical incident of behaviour management of an ALN pupil and how it positively affects learning.

The current regulations surrounding behaviour management in schools have been designed and adapted to incorporate the three schools for learning; behaviourist, humanist and constructivist. These schools for thought all offer a different approach on behaviour management within a classroom, and throughout a teachers PGCE year they are encouraged to pick one to stick to throughout their teaching practice. Within Bill Rogers book *Teacher Leadership and Behaviour Management (2002)* he expands on the humanist approach to discipline expanding on keeping discipline within our practice rather than a last resort situation, and this was apparent within my critical incident, where the teacher used discipline before a situation occurred (see appendix 1). The National Assembly for Wales released a handbook in 2010 in order to support newly qualified teachers with behaviour management, however within this, there is not a section specifically on how to deal with children who have ALN, who need unique support (Welsh Assembly Government, 2010). This directly responds to my critical incident as the way the teacher responded to the child with ALN was based solely on his/her experience and knowledge of the child rather than on knowledge given to him/her by the Welsh Assembly. On page 27 of *Improving learning through consulting pupils* by Jean Rudduck and Donald McIntyre (2007) it relates directly to this practice of knowing and consulting children, where informal consultation is a method used. This text goes on to talk about how consultation should be already embedded within practice, but more so when an incident occurs. This text is extremely reliable due to its nature as an academic source. A specific part of this extract that links to my incident is

where it says, 'Teachers can engage informal consultation at any convenient time, when they or any of their pupils have time together.' This text responds to how well my critical incident was executed, where the teacher followed up from the behaviour issue consistently throughout the lesson, ensuring learning was at an optimum.

Research done by Pauline Davies at the University of Manchester, in a document named *Teaching strategies and approaches for pupils with special educational needs : A scoping study* suggests that the field is limited for variance in approaches saying on page 27; 'Cognitive-behavioural and behavioural models dominate the research in this area. There is a distinct need for the systematic evaluation of approaches based on other models or theoretical perspectives.' (2004). This quote from the research proposal outlines the limitations for development in SEN children's development, and this links to ALN children as they both require additional help and support different from those who don't. This links to Vygotsky's theory, where a more knowledgeable other needs to be present in order for learning to take place, and with children who have SEN or ALN, this is even more instrumental for learning. (2014) *L.S. Vygotsky and Education (Routledge Key Ideas in Education) 1st Edition*. Research done by Colin Lever also provides an angle for behaviour management, he expands on this within his text *Understanding challenging behaviour* and within chapter six expands on this idea of intervention as a form of additional support (2011). Lever further addresses intervention strategies by giving examples of how to assert confidence and authority within the classroom as well as maintaining learning, however for ALN children this level of confrontation and authority can become stressful and dealing with children who are known to have ALN it comes down to the teachers knowledge of the class and experience of what works with particular children, and as previously mentioned the way the teacher dealt with the initial disruption within the class appeared to be preventative and reinforces Levers point of 'the answer lies in getting to the children before they gather in a large group.' This source can be contrasted with George Du Paul's text *ADHD in the school's: assessment and intervention strategies* (2014). This text is also expanding on

behaviour strategies and AFL. He also expands on the importance of teacher support within a classroom saying; “Teacher support systems” have been identified as critical to the successful education of students with challenging behaviours (Simonsen et al., in press; Sugai & Horner, 2006).’ This again supports my prognosis that ALN pupils need an extra level of support and thrive and therefore access the curriculum. This text is entirely reliable due to DuPaul’s position as a lecturer.

In the classroom

The ambitions for this new curriculum need teachers' professional skill and judgement in selecting the right teaching methods. The report suggests teaching and learning that focuses on:

- the purposes of curriculum
- challenging children and young people to be the best they can be
- giving opportunities for problem solving, creativity and critical thinking
- setting tasks and resources that build on knowledge and skills
- creating real-life opportunities for learning
- encouraging children and young people to take responsibility for their own learning.

The high expectations embedded in the Progression Steps will only be realised through effective teaching that engages children and young people's curiosity and enthusiasm through a blend of teaching and learning approaches.

will only be realised through effective teaching that engages children and young people's curiosity and enthusiasm through a blend of teaching and learning approaches.

(Figure 1)

A document released by the Welsh government summarising the key improvements that will be made to the curriculum, shows no obvious signs of improvement or increased support for ALN pupils (Welsh Government, 2015, p.8). This source is entirely reliable as it is a primary text released by the Welsh government who control what enters the new curriculum. In Figure 1, a direct screenshot from the document which expands further on other issues, there is a snippet of what can be expected in terms of improvement for teaching and learning. However, the document does mention 'challenging children and young people to be the best they can be' it does not further acknowledge that this means there needs to be different teaching methods for those children who do not meet the majority. With regards to this source, it is entirely reliable due to the document being released by the Welsh government, however as it is a summary of the new curriculum it may not divulge whole pieces of information with regards to ALN support. The main concern that the lack of support for ALN pupils raises is the knock- on effect for their education and their gradual progression into the professional world, this text supports an argument for a general lack of acknowledgement, and therefore lack of sustainable practice for the future. However, it is categorised as a summary, and by definition ALN support is delved into more deeply in a secondary text released as this essay will mention shortly. The overarching fear is that the children who aren't supported aren't given an equal chance to branch out into careers and further education, and therefore are left without an understanding of where they are in the world and where they fit in. However, where this summary doesn't explicitly mention support to ALN, there has also been a secondary document released by the Welsh Government

named '*Additional learning needs in the context of the curriculum for Wales 2022*' which expands on the curriculum being accessible to all, also including emphasis on assessment for learning as one of the changes within the new curriculum as well as focus on 'what matters' statements for individual development plans. Within the improvements being made the curriculum and specifically improvement to ALN support, ALN teachers within each AOLE groups are included. This directly links to Vygotsky's theory as previously mentioned, where a more knowledgeable other is crucial to optimal learning. Relating this back to the issue of behaviour management within a classroom, specifically dealing with ALN pupils affectively, it appears in recent years the support is expanding, and the new curriculum should be a testament to the rise in awareness and understanding for ALN pupils. The issue this essay is attempting to raise of how integral teacher support is to pupils within a classroom, relating back to the behaviourist approach where positive and negative reinforcement from a MKO is integral to progression and success, is contradicted within Donaldson's' four purposes where it is emphasised that Expertise, knowledge, skill and experience are all integral to optimal learning. However, where this theory faults are that in order for some children to be able to gather knowledge and skill there needs to be a level of teacher support and encouragement to get them to that point (Donaldson, 2015).

Methodology

The observations within which I found my critical incident took place in a non-participation environment. This is done in order to reduce the chances of the Hawthorn effect occurring, and therefore get a more accurate representation of classroom learning. This is seen within Cohen and Manion's novel '*Research methods within education*' (2013) where they talk more surrounding the context of research saying 'In addressing these approaches, however, serious attention has to be paid to a range of factors: the context of the

intervention and the power of the situation could affect the outcomes and behaviours of participants (the Hawthorne effect or the Lucifer effect (Zimbardo, 2007)'. This quote from the text identified the variables that should be addressed whilst using observations as a form of research method. This further addresses the negative side of gathering data this way. Cohen and Manion's text demonstrates the limitations that come with taking into account these variables. Another limitation of short-term observation also includes doesn't allow for the demonstration of summative data and restricts any development of this type of assessment for learning to formative data. However, this allows for the demonstration of short-term goals, and allows for the development of confidence within the child and a growth in teacher pupil relations. (insert research here). However, participation observation may suit different types of case studies, ones that need a practical element such as in a PE lesson or game situation. However a study by Imperial college London suggest that every study must include a level of interaction saying; 'There are also various level of participation that a researcher can assume (Savin-Baden and Howell Major, 2013, p. 394) and this can have an important bearing on the nature of the data collected and the form that the analysis will take. (Hawke, E. 2019) Hawke, E. 2019 'Educational research at imperial' *Observations*.

Some issues of using a case study as a method of research are the issue of missing context, this is expanded on by R. Whitley (2005) in his text *The case study as a method of research* saying; 'here, however, the problem of adjusting the case is incidental to the larger problem of thorough description and analysis.' This text expands on both the limitations and the positives of using a case study as a way of gathering data, one of the main limitations being that they are specific to that group or individual and cannot be applied to the wider population. However, in this instance, where a critical incident was needed, it matched my criteria as there needed to be a standout incident rather than a more generalised one. Using qualitative data in this way can be hard to gather exact results, as said within Whitley's research, and is not ideal for investigations that require a replicable result.

The four purposes

This idea of being versatile is reflected within the critical incident that was observed. The critical incident that this essay is centred around took place within an English lesson with a higher set year eight form. The critical incident is the way the teacher dealt with an ALN pupil at the beginning of the class in order to improve learning for all. Within the first five minutes of the lesson the teacher took the initiative to move the ALN pupil to her desk, in order to improve net learning for the student and also the rest of the class. As a result of the teachers actions the whole class were extremely productive, this appeared to be due to the teacher dealing with small behaviour issues to begin with, setting the tone for the rest of the lesson, not letting them escalate. More specifically linking this to the ALN student the teacher moved, it therefore improved confidence and motivation within the pupil, due to the extra support of the teacher by being situated at the teacher's desk. Linking this to the four purposes, this critical incident promotes the purpose which says the new curriculum will develop; 'Healthy, confident individuals, ready to lead fulfilling lives as valued members of society' (Donaldson, 2015). This purpose is directly related to my critical incident as after the teacher recognised that the child was acting out initially, she provided him with the positive reinforcement he needed to continue with his work, and the positive effects of this motivation and reinforcement was echoed throughout the lesson and the way his behaviour changed for the better. There also is a clear link between another of Donaldson's four purposes and the critical incident observed. The purpose of developing 'ambitious and capable learners' also relates to the critical incident observed as the teacher moving the student within reach of her therefore made the student able to access important and crucial aspects of the lesson whilst being motivated to complete work individually. This directly relates to the new curriculum as this means the key element of developing these 'ambitious and capable learners' is within reach.

Reflection, evaluation and next steps.

The focus of my critical incident was how learning was impacted as a result of the teacher's response to the initial signs of behavioural issues, that could have transpired into a whole class issue. The way the teacher responded to a small behavioural issue impacted both the individuals learning and the whole class net learning for the better. Had the teacher not repositioned the pupil's seat for the lesson next to her desk, it may have spiralled into a whole class disruption. Focussing specifically on the pupil, as a result of the teacher being next to him throughout class, it was clear that his confidence was improved and general motivation for learning. This therefore meant that the pupil completed over and above what was expected of him within the lesson and could therefore have gone on to complete more across the curriculum. The way this teacher dealt with the pupil may be down to having a good relationship with the child, after speaking to the teacher she confirmed that she had known and taught the pupil for the past two years. As it was a case study, I am not able to apply this to other children, however I feel this teacher would have dealt with another situation like this similarly. The only slight suggestion I would have to develop learning in this situation would be that the child may have felt embarrassed having being moved to sit by the teacher, as he had ALN this could have negatively affected learning had the teacher not known the pupil to the extent that she did. It could have altered his learning for the worst. This experience of observing the critical incident allows me to go into my placement more informed of possible strategies to deal with behaviour issues, as well as how to use them to increase learning. Within Appendix 2 It demonstrates my thought process of how the teacher positively affected the pupils learning. Relating this back to Donaldson (2015) from this experience of witnessing the teacher deal with this incident positively it reinforces two of Donaldson's four purposes; one being 'ambitious and capable learners' and another being 'healthy and confident individuals. When reflecting on my own work the Gibbs (1988) model

is useful where he suggests reflection should take place through repetition, however Johns (1999) suggests there are multiple ways of looking at reflection, expanding on self-awareness and moral knowledge as key elements. The new deal for the education work force which was published in 2015 outlines the importance for reflection within professional development and how integral it is to ensure growth between both student and teacher (H, Lewis 2015). An additional useful text is '*Reflective teaching in schools*' by Andrew Pollard (2014) where becoming a reflective professional is outlined, which is broken down into identity, learning, reflection and principles. These four key elements hugely contribute to overall reflection both inwardly and outwardly. I feel as though my own teaching will be informed by this experience within the classroom and will take on board this idea of intervention to prevent rather than to resolve, specifically when aiding to give support. This incident of positive teacher support is integral in highlighting how invaluable informed and experiences teachers are within school.

In conclusion, the observation I applied my critical incident to was overly positive and with regards to suggestion of next steps, there is more emphasis of more of the same learning steps. The role of professional standards allows for each school to be consistent with what content they are teaching and allow practitioners to reflect on practice allowing for more effective methods to emerge (gov. wales/ Professional Teaching and Leadership Standards: national approach to professional learning). This approach of hands on teaching and acting on behaviour before severity increases including intervention, reinforces the idea that teachers are working to develop pupils learning in line with the new professional standards for teaching as well as the four purposes set out by Donaldson. To conclude the professional teaching and leadership standards include innovation and professional learning with the pedagogy contribute to the development in support and learning for both teacher and student, therefore making the new curriculum more available to all.

Reference List

Cohen and Manion. (2013) *Research in education*, 8th edition, Routledge: USA.

Davis, P. (2004) *Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study*. University of Manchester.

DuPaul, G. (2014) *ADHD in the schools : assessment and intervention strategies*. 3RD edition. New York : The Guilford press.

Donaldson, G. (2015) *Successful futures*. Welsh Government. Viewed 20/10/19
<nastuwt.org.uk>

E, Hawke. (2019) *Educational research at imperial*, Imperial college London. Viewed 15/10/19 <<https://www.imperial.ac.uk/education-research/resources/educational-research-methods/nature-research/>>.

Gibbs, G. (1988) *Gibbs' reflective cycle*, The University of Edinburgh. Viewed 18/10/19
<ed.ac.uk>

Lewis, H. (2015) *New deal for education workforce*, Welsh government. Viewed 22/10/19
<gov.wales>

Lever, C. (2011) *Understanding challenging behaviour*, Dorset press: Dorset.

My local School, *Estyn report*, viewed 15/10/19, <mylocalschool.gov.wales>

Pollard, A. (2014) *Reflective teaching*, 4th edition, Continuum publishing; UK.

Rudduck, J. (2007) *Improving Learning Through Consulting Pupils*. Routledge; 1st edition

Rogers, B. (2002) *Teacher Leadership and Behaviour Management*, London: PCP.

Vygotsky, L.S. (2014) *Vygotsky and Education (Routledge Key Ideas in Education) 1st Edition*.

Welsh Government (2019) *Additional learning needs in the context of the curriculum for Wales 2022*. Viewed 21/10/19 < <https://gov.wales/preparing-new-curriculum>>

Whitley, R & Crawford, M. (2005) *Qualitative Research in Psychiatry*, viewed 09/10/19, <journals.sagepub.com>

Wilkinson, J. (1999) *Implementing reflective practice*. Volume 13, London: BMJ Publishing Group LTD.



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26/09/19
Lesson details:	8A English
Classroom culture (Are the students focused on learning?)	Busy class but once into lesson focused & responsive
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Set out the plan for the lesson initially.
Direction (Are the students clear about what they are doing and how to do it well?)	Starter numeracy - cross curricular transferable skills - Designed to begin lesson and set out lesson expectations. - scribe used each lesson in order to give each child the attention they require - identifying behavior needs
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Differentiation applied - option to select which task they wish to do. ALN child catered for and needs identified by a seat close to the teacher to prevent disruption to other children as well as to include her/his in lesson.

Emphasis on cross subject transferable skills.
↓ - Drawing
Visualising a text - cross curricular with art.

Model Beirniad Wedi Adfyfyrrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Behavior management of an ALN pupil.



Profiad/ Experience	
Teimladau/ Feelings <i>"What are your feelings regarding the experience?"</i>	The lesson was really effective in both learning and experience, the teacher dealt with lapses in concentration and general interest queries throughout.
Cofio a Deall/ Remember and Understand <i>"Can you list the aspects of the incident in the context of learning?"</i>	APK/starter – Within this task there was an initial lapse in concentration. – The teacher dealt with the issue at hand and moved the pupil. Task – Due to the teachers actions the pupil completed more work and was focused throughout. Plenary – The child was able to answer questions on the task and refer to his book due to the work he completed.
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The starter task on the board was integral to setting initial expectations, therefore letting the children know that learning is required from the very start. The teacher also had very clear behavior expectations and dealt with any situation calmly and effectively. In future the only possible improvement would be to extend on what the teacher already did with APK and plenary.
Casgliadau a chymau gweithredu/ Conclusions and actions <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	The ALN learner's experience within the classroom was improved due to being seated by the teacher, therefore improving confidence in the learner and actually improving physical development.
Y profiad newydd / Transformed experience	

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: B9 Science 9.44
Classroom culture (Are the students focused on learning?) Mainly focused on learning, some shouting out silly answers. Some challenging pupils who may want to disrupt lesson however teacher diffused situation well.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Aim to work towards coursework for GCSE's. No real objective set - seems a bit aimless at points. ↓ However missed the start of the lesson so this may have been done.
Direction (Are the students clear about what they are doing and how to do it well?) At times focused, however a lot of time spent sorting resources & behaviour management. Seem to know that they are working towards coursework. - Teacher shouting over disruptive children.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Yes differentiation provided for, set classes have sorted the children into ability.

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

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Behaviour management.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Throughout the session the students were responsive and behaviour was effectively managed by teacher. This meant more teaching took place and allowed for more work to be done.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	- Students entered with a ~~same~~ task on board - Structure of the lesson was ~~well~~ ^{achieved} ~~well~~ ^{APK} & the students knew where they were from the off.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The teacher evidently had a lot of respect from the pupils, in turn they respected his behaviour policy and he had complete control. They completed tasks for the day and on extension.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	This incident of excellent behaviour management highlights how important it is to have control of students and the knock on effect on learning.
Y profiad newydd / Transformed experience	



OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: 8A Girls pe (netball)
Classroom culture (Are the students focused on learning?) Yes - The teacher did well - the students appeared engaged and focused the entirety of the time.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Yes - The aim was to effectively play a game of Netball.
Direction (Are the students clear about what they are doing and how to do it well?) Re-cap took place before, during and after the game to identify what they did well.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students took part, those who weren't as confident were motivated by teacher & team mates.

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

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): ~~Appraisal~~ Appraisal of good sportskills

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Positive reinforcement, played a large part in the motivation and participation of the lesson. Without the appraisal for good passing I think they would lack participation.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	This is done in order to encourage low level students so they feel like they are improving and in turn enjoy the session.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	this positive reinforcement is integral to p.e lessons in order to differentiate between those who need the motivation & don't.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	In future the teacher could build on this by offering academic incentives.
Y profiad newydd / Transformed experience	

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19

Lesson details: Geography 8A

Classroom culture

(Are the students focused on learning?)

Through the lessons the students appeared engaged and clearly had a good relationship with the teacher. This appeared to result in mutual respect and a focus for learning throughout the entirety of the lesson.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Their lesson objectives were outlined and then stuck too - the teacher reminded the children of what they set out to at the beginning of the lesson and this was shadowed throughout.

Direction

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

The pupils appeared competent and seemed to enjoy the main body of the lesson as well as the peer assessment side. Most appeared confident in the work they were doing and this was catered for by the teacher.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

All students engaged, ALN pupil identified and differentiated for.

Assessment

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

APK at the begging of the lesson, identifying what level each student is at. At the end of the lesson a plenary took place in order to assess net learning. A series of hot seating at the end combined recall and plenary.

Specifics / Critical Incidents

(Appendix 7)

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

Dyddiad/Date: 26/09/19

Diswyddiad critigol (Ffocws)/Critical incident (focus): Good relationship with teacher improving net learning.



Profiad/ Experience	
Telmladw/ Feelings "What are your feelings regarding the experience?"	The lesson was really effective in Net learning, the pupils were engaged throughout.
Cofio a Deall/ Remember and Understand "Can you list the aspects of the incident in the context of learning?"	- Initially getting their focus - Maintaining their focus - Using their attention to complete task. - Recapping the content achieved to increase chance of recall.
Gwerthuso a dadansoddi/ Evaluate and analyse "What could be kept the same to ensure effective teaching and learning in the future?"	The <u>teachers</u> attitude and confidence in the children was the driving force in the classroom, teacher was able to maintain the barrier between teacher and friend whilst getting maximal learning out of them.
Casgliadau a chamau gweithredu/ Conclusions and actions "What are your possible solutions to the issue identified?" "What could be done next?"	- <u>No issue – critical incident was that the teacher was excellent at gaining maximal net learning.</u>
Y profiad newydd/ Transformed experience	

(Appendix 8)

