

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.

This case study will be discussing a critical incident that occurred in which a pupil incorrectly corrected the teacher (See Appendix C); This will then be further compared to the four purposes of the Donaldson review. The incident will then be broken down and discussed under three headings: Class management, Social inclusion, and social behaviour. This will then be used to analyse the incident and its possible reasoning of occurrence and then upon reflection will then in turn influence personal practise/pedagogy; informing choices of next step personal practise as this is an important tool in order to make progression and identify mistakes in pedagogical choices and gaps within the delivery of the curriculum that may or may not be inclusively Presented, discussed, or evaluated. Welsh Government reports will also be placed against literature to evaluate whether they compare or contrast each other with a focus on the Donaldson review (G, Donaldson. 2015).

Before proceeding to examine the critical incident, it's important to mention that four official observations took place (See Appendices). My focus for this case study will be on one (See Appendix C). It's important to apply context to the school observed, In line with Bera (2018) guidelines (point 40) in order to be ethical in the anonymity of participants and data I will be referring to the school discussed as 'School Y' and the pupil referred to as 'Pupil X' (Bera. 2018. Pg.21). School X is a comprehensive school in South Wales with pupils aged 11-18, The school contains 977 pupils, Of the 977 pupils attending there are around 12% with a special education need, just over 12% of pupils are eligible for free school meals, and less than 1% of the pupils live in the 20% of the most deprived areas in Wales (Estyn. 2017); Implying the school is of a high economic status. According to The Welsh Government website school X is an Amber support category with an 18.8 Teacher to pupil ratio (Welsh Government. 2018). Regarding the critical incident observed, it occurred within a maths class of top set year 8 pupils, with 26 pupils and one member of staff present. At request of the school I will be referring to the children observed as 'pupils'. The focus occurred at the beginning of the lesson regarding, Pupil X incorrectly correcting their teacher.

A number of techniques have been developed to undertake observations Simpson and Tuson (1995) suggest that observation is a more detailed source of gaining information rather than from external sources (Simpson, M., Tuson, J., 1995) However they suggest that its weaknesses are that the observer may carry a bias and there may be a lack of time or resources; In order to overcome this as an observer It's important to undertake the observation

not linking preconceptions based on previous research and separating the individual from the social environment for later analysis and bringing this in where necessary. Therefore, this critical incident is a case study as in *The Qualitative Case study guidelines* Strauss and Corbin (1994) state that using qualitative research in a case study gives an understanding of the research and isn't focused on statistics or quantity figures (Strauss & Corbin, 1994 referenced in Baškarada, S. 2014)., this is apparent in what is set out to achieve as it is about analysing and understanding rather than comparison of figures, it is to understand action and human behaviour. Tripp (1993) describes a critical incident as interpretation of an event of significance asking what caused an event to happen and analysing this, it is down to us to construct a meaning from possible meanings as a situation, action, or incident can't be categorised (Tripp, D. 1993), Reinforcing the previous point by Strauss and Corbin.

Gonzales believes that Qualitative research is a more in-depth method where the meaning, behaviour, and actions are used to understand the social world that is used for research and goes deeper into human interaction (Gonzales et al., 2008 referenced in Cohen, L., Manion, L., Morrison k. 2011) Applying this to the observation as the reasoning behind the social side of incorrect human behaviour was explored. For this observation, I was non-participant to observe the critical incident for this case study as it is believed that social research should be undertaken within environments that are natural amongst the real-world with the researcher not intruding (Cohen, L., Manion, L., Morrison k. 2011). Lincoln and Guba proposed that studies within their natural settings convey a meaning within the context (Lincoln and Guba 1985 referenced in Cohen, L., Manion, L., Morrison k. 2011) Both the points made by Lincoln and Guba and Gonzales highlight the importance of being within and authentic school environment where the subjects of the research are within their natural environment so that the everyday routine isn't disrupted by the change or the influence of the researcher. Dixon-Woods states that qualitative research is destroyed by stripping out context to gain key-concepts and themes (Dixon-Woods et al., 2001 referenced in Cohen, L., Manion, L., Morrison k. 2011); but it is important to remove the incident from the setting to analyse it. Simpson and Tuson (1995) state that part of being a non-participant observer is being a fly on the wall and sitting where you will not obstruct activities/task or where you may be seen to be getting involved (Simpson, M., Tuson, J. 1995) However, Gillespie (1924) believed that when workers were being observed they tended to work more productively 'The Hawthorne effect', thus changing their behaviour (Gillespie 1924 referenced in Paradis, E., Sutkin, G., 2017) applying this to a school context this could influence the way that the teacher is acting/presenting themselves to the class. This interpretation differs from that of Jones who suggests that researchers couldn't make a link between experimental changes they had introduced and the productivity of those observed and added their personal prior beliefs on social behaviour

(Jones 1992 referenced in Paradis, E., Sutkin, G., 2017) It was also brought to light that the operators within this experiment were switched during with faster-working operators (Paradis, E., Sutkin, G., 2017); Suggesting a form on unreliability to the account of how much of an effect an external observer has. Part of avoiding this stated in Simpson and Tuson (1995) is establishing your role by not being involved in the social aspects of the school and making the teacher aware that you are not a “spy” for senior members of staff and them knowing what will happen with the information (Simpson, M., Tuson, J., 1995); This was evident as when teachers were aware of the purposes of the observation, teachers seemed to relax whereas the term “observation” seemed to startle teachers initially.

A sociogram was also used within the observation to gain knowledge of social behaviours, communication issues, and if communication was equally distributed. The use of the sociogram was limited but was only a part of a focus; focusing on the area of social inclusion within the classroom. This also is a form that could be used within the strength of observation as the chosen form of research as according to Simpson and Tuson (1995) it gives an insight into social interactions that could be used later for a variety of different aspects and also to compare data later (Simpson M., Tuson, J. 1995). Thomas, Walker, and Webb (1998) suggest that sociogram’s are good at giving an accurate representation of social relationships but are not specific to all kinds of relationships as teachers sometimes have a different view on relationships within their environment (Thomas, G., Walker, D., Webb, J. 1998); Suggesting there are limitations on establishing relationships fully.

Returning briefly to the incident of Pupil X’s correction of the member of staff, there are several similarities between this incident and Donaldson’s purpose of creating ethical, informed citizens. It will be argued that the criticality of this incident is this Pupil’s behaviour not being transferrable to the real world. As previously stated, on observation it was recorded that Pupil X corrected the member of staff in a way that perhaps could be considered to be inappropriate within their tone and phrasing of their sentence not being constructive, during the answer section of a starter activity that was levelled from less to most challenging, to which Pupil X was one of few pupils to reach the more challenging level. As the teacher was addressing the class in discussing the answers Pupil X corrected her within an environment where the classroom culture was a hand up policy and was observed not abiding by this. This occurred in response to the teacher having an incorrect answer on the board. This becomes critical as the reaction to this behaviour not being addressed does not allow the pupil to be informed that their behaviour is incorrect. Therefore, the pupil isn’t being prepared to be a citizen of Wales and the world (stated within Donaldson’s four purposes). The event was an isolated incident of correction of the teacher; however, it was observed also that Pupil X then proceeded to clap when another pupil got an answer incorrect. This behaviour was also not acknowledged or

corrected by the member of staff upon observation. As stated within Donaldson's successful futures part of creating an ethical, informed citizen is the pupil considering and understanding that their actions and choices made have an impact (Successful futures; Donaldson, 2015). Perhaps this implies that this area is being neglected within this incident. The Welsh Government suggest that the four purposes are set out to assist teachers, develop the curriculum to the learner's specific needs (Welsh Government. 2019), Applying this to School Y it will assist staff to cater to needs of pupils that aren't always apparent on the surface (supporting staff to make their distribution of the curriculum pupil-centred) which will, in turn, make them ready to be an informed citizen. The Welsh Government suggest teachers will be supported in guiding pupils to obtaining the four purposes (Welsh Government. 2017); this is important in moulding pupil's in becoming what the curriculum strives to create.

Moving on to the discussion of the incident, this topic can best be treated under three headings: Classroom management, Social inclusion, and social behaviour. Firstly, concerning classroom management, there is a strong focus on behaviour within the surrounding literature. The Welsh Government describe classroom management as successfully creating a positive, well-structured/managed classroom meeting different needs (Welsh Government. 2012). Lewis (2009) suggests the Pupils can be separated in four categories: pupils on task, pupils who sometimes get distracted, pupils who sometimes do not engage and have to be isolated and removed, and pupils who repeatedly do not engage and distract others and behaviour management techniques should be chosen based on the grouping of the child, these are also not permanent groupings and are changeable (Lewis, R., 2009); This indicates it is the responsibility of the teacher to know each pupil as an individual in order to correctly identify a grouping and respond accordingly. Lever (2011) outlines that it is the responsibility of the school to ensure that the environment doesn't make a compromise on the needs, it would then be the teacher's responsibility to take this on within a classroom setting (C, Lever., 2011). Norris (2003) suggests that teachers must have well-organised classroom management plans as this influence: the intellectual, social, physical, and emotional environment (J, Norris., 2003); This highlights the importance of a structure within a classroom's proper function. Norris states that part of having good classroom management is having a Social Emotional Learning (SEL) classroom, making everyone aware of their value and encouraging respect (J, Norris., 2003); linking also later to my points of social inclusion and suggesting that good classroom management isn't just having a behaviourist approach, it's deeper than just behaviour management, it is having a more holistic approach for pupil's development. Lewis (2009) discusses 'The deficit model' where he discussed both sides of controlling a child's behaviour and counselling a child it is also touched upon that a pupil's behaviour or lack of engagement is the fault of the curriculum and not the child (Greaves, 1987 referenced in Lewis, R., 2009);

This suggests that part of classroom management is ensuring that the way the curriculum requirements are delivered are the responsibility of the teacher to manage and apply to their pedagogy which will, in turn, decrease negative behaviour. However, Glasser discusses his idea of 'Choice Theory' which is the idea of human motivation and that behaviour is chosen and isn't heavily affected by external influences and an individual is still very capable of choosing their behaviour even if they are affected, they can always choose (Glasser referenced in Wubbolding, R., 2015); relaying part responsibility to Pupil X.

Secondly, a focus was moved towards social inclusion. The Welsh Government describes inclusion as all Pupils having access to equal opportunity in accordance to their individual needs and to be a part of the school community, it also is the responsibility of The School, teachers, and the local authority (Welsh Government. 2016); This is also highlighted by Norris (2003) stating that in order to have a positive environment, community is key and needs to be established from the forefront (Evertson et al., 2003; Good & Brophy, 1997 referenced in J, Norris., 2003). The Welsh Government also suggest pupils with emotional difficulties become withdrawn made evident with reduced socialising and disengagement from others (Welsh Government. 2012), clearly displayed by pupil X (See Appendix E). Pantic and Florian believe that teachers should be agents of change and have an inclusive pedagogical approach; Within this, educators must have the capability of having appropriate professional relationships and boundaries with pupils, being able to respond correctly to their range of needs (Pantic, N., Florian, L. 2015) which also leans forward to my next sections of social behaviour and linking back to classroom management, suggesting that these also factor into an inclusive environment. This section also comes into not only policy but law with the equality act (2010) in all types of pupils being accepted and having equal opportunity which is highlighted previously in the Welsh Government's description (The equality act., 2010, quoted in Welsh Government report. 2016). Thomas, Walker, and Webb (1998) Acknowledge that there is not a lot of literature based on social inclusion in regard to personalities and a large chunk focuses on pupils with Special Education needs (SEN) (Thomas, G., Walker, D., Webb, J. 1998); This highlights how pupils who may be self-isolated may slip through the net when it comes to inclusion in the classroom as they aren't being looked out for specifically; Also suggesting, that pupils can be partly responsible whereas generally in previous literature it's suggested that is responsibility of teachers and schools.

Finally, following on from Social inclusion, Social behaviour is important not to be neglected within this incident. Giddens discusses the concept of "knowledgeability" which is the lack of knowledge of a different culture or social group's rules (Giddens 1984 referenced in Pantic, N., Florian, L. 2015); This could suggest that the pupil within this environment is excluding themselves based on a lack of knowledge of the social group's rules and their relation to the

school rules and vice versa where it could be assumed the educator's knowledge in this area isn't as developed yet. Similarly, the Welsh Government suggest that there is a link between the socio-economic status and achievement due to expectations; within this, children with closer parental relationships are less likely to have behaviour problems (Welsh Government. 2016); These two facts may not support each other within this context with the socio-economic demographic of the school in question with less than 1% of pupils being within that lower demographic. Parents are also a central contributor according to this. Undoubtedly there is a link, However, Glasser (1965) introduced 'Reality Therapy' which indicates that children choose their behaviour and that there are five needs that need to be satisfied; in the same way Maslow's Hierarchy of needs is applicable where in order for proper function all areas must be satisfied, included in both is the sense of belonging, also within Glasser's model the needs are: survival, Freedom, Power, belonging & love, and fun (Lever quoted in Wubbolding, R. 2015; Maslow quoted in Lever, C., 2011). However, Hanley and Abel (2002) discuss feminist theory suggesting that a lower importance is placed over the need of relationships to gain self-actualisation whereas Maslow portrays that it's to be overcome to be achieved (Hanley, S., Abell, S. 2002 referenced in Trigg, A. 2004). The need of power within the hierarchy is comparable to a point made in the Welsh Government's report which states that children should be allowed to make decisions, have a voice, and be aware that their views matter (Welsh Government. 2016); Following along similar lines, it is article 12 of the human rights for children for pupils having the right to be listened to and to be able to say what should happen (The United Nations.1989), begging the question of whether the incident was a use of the pupils right. Similarly, Mercer (2002) discusses that it is responsibility of educators to provide the structure through the way they interact/present themselves to provide pupils with the correct structure and language (Mercer, C referenced in Wells, G. & Claxton, G. 2002). Linking also to the Vygotsky's theory of 'The Zone of proximal development' (ZPD) (Vygotsky 1978 referenced in Kapon, S. 2016) separating what children can do alone and what they can do with an abler other; which also suggests that the parents and educators are responsible for the incorrect social behaviour and it may be a lack of education rather than intentional actions. Lever (2011) states that children differ from adults and can't separate their private and public personas and are unable to understand and a control over their feelings and emotions (Lever, C. 2011); The Welsh Government also states that all children should have support within their social and physical well-being (Welsh Government. 2016) (also a strong focus on the six areas of learning in the Donaldson review); in the same way lever suggests that negative behaviour could be caused by a lack of security within the classroom. This links back to a previous point in the social inclusion section of having an inclusive pedagogy and a setting those boundaries within the classroom (Lever, C. 2011). Linking back further to the need of belonging stated within both Maslow's hierarchy of needs and Glasser's five areas of needs the feeling of

belonging, Lever suggests that if a pupil does not feel accepted the result may be conflict (Lever, C. 2011). Lever introduces emotional intelligence which can be taught as pupils with behaviour issues are lacking social skills; however, people with a higher IQ and are more articulate generally lack in this area this also develops behind their intellectual capabilities and it is a matter of assumption that bright children can express their feelings (C, Lever., 2011), backing up the idea of a non-inclusive pedagogical approach due to making assumptions based on ability group which will then, in turn, affect the pupil linking also to The Pygmalion Effect by Rosenthal and Jacobson (1968), The Pygmalion effect within this circumstance could suggest that Pupil X (from their interaction with the member of staff) made the pupil react in this way to prove their intelligence, if they had felt treated negatively previously (Rosenthal., Jacobson.1968), linking back also to the point made by Lever (2011) where there is Pupil conflict due to lack of feeling accepted (Lever, C., 2011). However, it has been argued by White and Locke (2002) that the Pygmalion effect was not ethically tested as it was a form of manipulation whilst being tested; Addressing also that it's good for understanding but there are issues in actual application of this (White, S., Locke, E. 2000), suggesting, with putting this into context that it's something to be aware of in order to properly nurture the holistic development of pupils but is a foundation/contributor rather than a full solution to the issue. Lever's definition is similar to that found in (J, Norris, 2003) who wrote about Social and Emotional Learning where pupils can self-regulate within their own lives the social and emotional aspects in order to properly function, part of this being able to respond constructively to problems and being sensitive toward others feeling in social situations and recognising what's appropriate; Both suggesting that this is something that needs to be taught in order for proper function within society and suggest that the pupil has not been taught this or has been incorrectly taught this. However, in contrast to Lever's point about more articulate children, the Welsh Government states that Pupils more confident with articulating opinions are more effective pupils and feel more secure (Welsh Government. 2016). In comparison to the previous point made Lever also suggests that not all pupils can leave school as balanced human beings (C, Lever. 2011) This interpretation differs from that of Donaldson's review in creating ethical informed citizens that are ready to be part of society (G, Donaldson., 2015). It has provoked thought on whether within the current climate where the line can be drawn between where the right to speak freely is and when it is classed as bad manners. Also, whether this behaviour can in most cases be nipped in the bud by a teacher early intervention with identification of lack of inclusion or social and emotional development and implementing change where needed.

To reflect following on from the incident the ARC model was used (See Appendices), in order to consider if the event was critical it was imperative to consider how It felt looking in as an

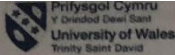
observer to determine whether this incident was a positive, negative, or in the middle in order to be able to progress in being able to deconstruct the incident into its sections. This reflection was important to my research later as it helped to inform the need to look at the situation from different angles to make a fair judgement on the next steps. Also, as part of the professional standards, reflection is important within professional learning as part of Pedagogical development and understanding (Welsh Government, 2019). Reflecting also on the Sociogram (See Appendix E) alongside literature Pupil X was not included in social conversation with others and more steps could be taken to integrate this pupil, like placement amongst higher areas of flowing conversation/interaction.

Upon reflection I am partly within agreement with Lever (2011) that pupils can learn emotional intelligence, but disagree that all children can't leave school with this as it should be encouraged within pedagogical practises, within the classroom environment and activities should promote that growth especially as Wales are moving towards Donaldson's approach to the curriculum and this is a contradiction of this; pupils leaving without should be classed as a failure of society and the educational system rather than accepted as bluntly as some you win and some you lose. It could also be suggested that if emotionally unintelligent children aren't included, they may be slipping through the cracks as there is a lack of literature surrounding including emotionally unintelligent children in education. It is suggested within Thomas, Walker, and Webb (1998) and to present day there is still a lack of literature surrounding social inclusion surrounding pupils without an ALN and this also proved to be generalised when discussing inclusion. Within including SEL/Emotional literacy into my own practise (as it should be a part of my teacher training in order to understand pupils individual needs and would have part of my classroom management planning in knowing the pupils individually in order to know which pupils are less emotionally developed) and plan what type of teacher response they respond to best. Nonetheless, to keep that equity in the classroom and have an inclusive mentality of not having special treatment, these pupils would have the same fair consequences and rewards as other pupils in the class. With further regard to social inclusion. Literature is reflecting modern times in the sense that social inclusion has become a lot more generalised in literature, more so as disorders and learning difficulties, as a result, these have become more paramount, the literature reflects the need for more research into inclusion as something broader than just integration of less abled pupils into mainstream education; But, the exploration of including pupils who have isolated themselves unintentionally due to aspects of personality that are not linked to an additional learning need. Addressing next step class management according to Welsh Government fair rewarding and consequences is key, as well as building positive relationships and suggests interest in individuals contributes to this, modelling respect and establishing it calmly and assertively

(Welsh Government. 2012) application of this should add to good classroom management and including pupils.

To conclude, considering the incident within the environment in which it occurred and within the observation, at first glance, the incident was not appropriate and incorrect. On the other hand, after identifying the criticality within the incident and applying further analysis to deconstruct the incident allowed deeper understanding of the potential issues (raised previously in the case study) it is strongly inferred that the pupil could not be fully responsible for their actions; The pupil is responsible for their behaviour in the context of society and what is socially acceptable; However, it may be that it is partly the responsibility of the lack of emotional awareness of the individual discussed by both Lever (2011) and Norris (2003) which is something discussed to have been something that can be taught (Lever, C., 2011. Norris, J., 2003) strongly suggesting that this is the responsibility of the education system and parents as how can a child who isn't taught something learn about correct social behaviour without appropriate guidance? highlighted previously by Vygotsky (1978) with Zone of Proximal Development. It can also be drawn that not having these social skills that are needed, the pupil cannot feel included in mainstream education by lacking this emotional engagement to the environment and what is socially acceptable within the environment and where this area of Emotional Literacy is not within the current curriculum to date we cannot at this time prepare this pupil in accordance to the Donaldson review (G, Donaldson., 2015) in making them a well-rounded individual ready to be an active member of today's society. Finally, undergoing the reflection process helped to identify next steps to prevent the encounter again or understand and strategize for a possible recurrence.

Appendix A:

 Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	
Model Beirniad Wedi Adfyfrio (BWA) Assisted Reflective Conclusions (ARC) Model	
Dyddiad/Date: 26/09/2019	
Digwyddiad critigol (Ffocws)/Critical incident (focus): No appropriate environment for learning.	
Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- Initially I was really impressed by the lesson as a whole. - Upon reflection I thought about how much planning must have gone into the lesson as it hit a lot of cross curricular responsibilities
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	- The flow of the lesson went well as well as the relationship between teacher and students, the classroom management was also good within the lesson, also the preparation and planning of the lesson worked really well. - The planning of the lesson influenced the learning experience with it contributing to the flow of the lesson. - The benefits of the starter recapped previous learning and assessed understanding of previous learning. The main task really allowed pupils to be creative as well as applying taught and previously learnt skills as well as challenging them. The plenary allowed the teacher to assess learning. - The teacher had well planned transitions which added to the flow which were mini plenaries. - The learners reacted well to the tasks as they had a structure and upon observation the relationship was good between the pupils and teacher which proved that they had a respect for the teacher. - The teacher and pupils drove the learning, the teacher then took responsibility for Assessment for Learning as well as students self-assessing their work throughout. - An example of excellent pedagogy was differentiation in questioning which proved the teacher knew their students as individuals and had built up a good relationship with them, the teacher also had a good wait time for responses to questions asked. - The lesson was graded the way it was due to all the factor listed which really caused a tight lesson. - I would ask the class teacher how they built their relationships with the learners and id ask the learners what they enjoy about their teacher within their lessons.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?"	- This was an effective session as a whole. - The use of success criteria was successful as the pupils knew exactly what to do to meet their adjectives (which were displayed on the board) and how to do this well. - I would keep the high standards of this lesson the same as well as the effectiveness of a good relationship between teacher and pupils the same.

Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	- Next, I will get to know my pupils as individuals in order to cater to their specific needs and to gain a good relationship and maintain this. - I would also make sure I was meeting that high standard of planning. - I would also make sure my pupils knew exactly what they were doing and how to do it well (Success criteria). - I would also like to know my pupils well enough to be able to differentiate questioning in order to meet their individual needs and use hinge questions to assess their learning.
Y profiad newydd / Transformed experience	

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019

Lesson details:

- Year 8.
- English lesson.
- Lesson 4.
- Lesson on Poems.

Classroom culture

(Are the students focused on learning?)

- There is a seating plan in the room.
- There is a good and well-established relationship between the teacher and the class, there is a light but good discipline.
- Praise is always given with good answers.
- Hands up policy within the classroom.

Objectives

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

- Clear focus of the lesson and on the starter task (displayed on the board ready for their entry) this really got the focus in the room straight away.
- The lesson objectives and aims of the lesson were clearly displayed on the board.

Direction

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

- Clear what the task was as it was explained as well as on the board.
- Resource sheets were presented on arrival (Poems).
- Direction used curriculum Cymraeg (incidental Welsh).
- Students were clear on the main task as it was given as a direct instruction again and they were all challenged in this as there was a challenge section also on the board as an extension.
- They were clear on how to do the task well as this was reiterated by the member of staff and it was also displayed on the board (success criteria).

Access and challenge

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

- Students were all challenged with extension questions to work so there was differentiation within the classroom environment whilst all aiming for the same goal (Alison and Tharby).
- This was also displayed verbally by the use of questioning and follow up questions to extend the depth of their understanding.

Assessment

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

- There was a plenary at the start discussing the previous lesson which assessed their recall of previous knowledge and taught knowledge (also using tripps method of revisiting to put something into long term memory).



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- There was a good wait time between question and answering giving students the time to think about their answer.
- Questioning used to expand and assess student knowledge.
- There was a really good distribution of questioning.

Specifics / Critical Incidents

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

- Student shouts out but is given a more gentle approach when they said "I hate Thursdays".
- Students tapping pens on the desk were addressed by teacher directly.
- There was good use of subject specific terminology.
- Good way of recalling prior knowledge by asking questions and making subject specific things relevant to them (Part of the Donaldson review).
- One student had their book closed during task time (which was picked up with and dealt in an orderly way not escalating the situation).
- The member of staff circulates the room to assess learning whilst students were on task but summarises and gives instruction from the front.
- The teacher uses repetition of subject terminology in their explanations.
- Using relevant examples to the students (linking foreshadowing to the Simpsons).
- Students allowed to expand on each other's answers if struggling or if it was clear that the student knew what they were talking about.
- Teachers pace is really animated whilst giving explanations.
- Good classroom management.
- Boys talking on task, but teacher addresses the group over this and not the class.
- Attention is equally distributed (good sense of equity in the classroom).
- Five minutes of focus was used which is a silent all on task method where there was a timer and if a student spoke or wasn't on task the timer would start again and then students would have to stay silent for a longer amount of time (This got all students on task and engaged).
- When students asked questions the member of staff led them to their own answer based on their own knowledge (when relevant).
- Students could present their work from the lesson at the end and there was praise given to those who volunteered and read out (celebration of good work).
- A student read out their work but it was an almost direct copy of the poem, the teacher praised the student for using the text but explained what could be done to improve this and applying their own thoughts and feeling based on the text and just taking inspiration.

Appendix B:

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

Dyddiad/Date:

Digwyddiad critigol (Ffocws)/Critical incident (focus):

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- Initially I felt unsettled due to the Pupils not having an environment to undergo a lesson due to room change. - I later felt further unsettled due to the location of the lesson changing on three occasions and concerned that the first room did not have a computer and it was an IT lesson and the final room did not have the required program installed - Upon reflection I felt reassured that the member of staff was able to adapt the lesson despite all the initial hiccups.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	- The started was constructed based on the lesson being changed (it was a time keeping exercise that kept pupils focused. It was literacy based which keeps to cross curricular responsibility. - The main body of the lesson was based on the homework as the correct program for the lesson wasn't installed. - It was observed that the learners found it frustrating with the changing of classrooms. - The main areas of development in this session were their creative skills and their adapting to the tools that they could access to complete the lesson purpose. It did impact the learning in one respect as the task wasn't able to be completed to its full capacity and a homework task was completed instead. - The teacher led the learning but gave pupils freedom on the task, it was the teacher who was responsible for assessment for learning by circling and making sure they got the most out of the task due to them having to be moved around and disrupted lesson flow, and change in lesson plan. - Time became an issue as it took over a quarter of the lesson to get the pupils into their final environment and settled into this.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	- The pedagogy was brilliant in the sense of adapting and not allowing blunders to destroy the lesson and also remaining positive throughout. - It was observed that the motivation of the pupils decreased throughout the lesson due to the level of the task not being one that can last a whole lesson. - The lesson could have been more effective if planning was done collaboratively and correct programs were installed on all computers. - I have marked the lesson the way that I have due to the hiccups that did occur at the start of the lesson but also due to the teacher's persistence within this session to still deliver to the best quality they could in this situation.

Casgliadau a chymau
gweithredu/

Conclusions and actions

Beth yw eich atebion posibl i'r
materïon siomedig a nodwyd?
"What are your possible solutions
to the disappointing issues
identified?"

Beth ydych yn mynd i'w wneud
nesaf?
"What will you do next?"

- The possible solutions would be a Rota that goes around to all members of staff so that clashes could be identified and negotiated before the time of the session. This would also solve the timing issue of locating a room if this could be referred to in order to see what spaces are free, if any.
- The school should ensure that all computers have all versions of programs and are up to date.
- A backup plan made for all lessons or a brand-new lesson used and the one originally planned returned to at a later date to ensure pupils don't miss out.
- I would find out moving forward if the school has a procedure for booking out computer spaces and if so, how this is reviewed and who has access to the editing of this document.
- I would improve pupil motivation by not letting them know there's a big issue and just addressing it as a minor inconvenience that won't effect their lesson in order to make them feel that they are doing a task worthwhile to their learning.
- The weakness within planning was a communication issue.
- I did agree with the theory applied and the use of hinge questions to assess pupil learning.
- If the ICT resources were not available I would have the pupils construct a plan for their game and create a story board in preparation for a presentation in a "Dragons Den" style presentation, this would also help assess their work and a way to give verbal feedback on their presentation. Also addressing oracy.

Y profiad newydd / Transformed experience



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: - Year 8. - IT Lesson (Lesson 3). - 26 pupils present. - Three room changes.
Classroom culture (Are the students focused on learning?) - There is quiet during the registration. - There is good focus on tasks. - The member of staff circulates the room to check for understanding and to assure students are on task. - Students can communicate with each other whilst on task. - There is a hands up policy when it comes to questioning and answering. - Teacher used a count down for attention and waits for silence as part of their personal classroom management. - When the teacher does not get the attention, they need they star adding minutes of the student's lunchtime on to the lesson. - Students leave the classroom one by one.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Clear purpose to the lesson (explained at the start). - The activities promote the purpose of the lesson. - The objectives and purpose is very creative but the lesson itself is very comprehension based.
Direction (Are the students clear about what they are doing and how to do it well?) - Clear instructions given at the start of the lesson and throughout the lesson. - Teacher makes the objectives clear and makes sure everyone knows what is expected of them and how to do their task well, explaining the need for detail (verbal success criteria). - Good use of questioning was used to check for understanding and the asking of the questions was variety (creating a sense of equity in the classroom); Students were also asked to further develop the (good use of follow up questions).
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Due to the fact the room was changed quite a lot the starter task was a time filler not linked to the lesson as such but was a good literacy-based task.



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- All students were able to engage with the main task as it catered to their individual interest embedded in the same task for all (good variation) and allowing use of creative skills.

Assessment

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

- Circling observation used during the lesson and further explanations given upon observation when necessary.
- Constant observation of progress.

Specifics / Critical Incidents

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

- The room was changed three times due to a timetable mix up, making the children already unsettled (especially after break time).
- There were no computers for this IT lesson in the first space that was given to the pupils.
- A task was given to take up time (literacy based) but wasn't subject specific (wasn't challenging, engaging, and didn't call on previous learning).
- The programme that was needed for the lesson (the core purpose/main task) was not installed on the computers so the homework that they were going to be set became the lessons main task.
- All students are on task and a clear description of task given.
- Student (GBH) sent out.
- Student J (MBG) mimicking fighting upon an explanation.
- Students were causing small scale disruption (group of girls) so teacher moves next to them.
- Teacher bent to students' level when individually checking work or explaining (Based on student confidence).
- Good engagement as it was a creative task.
- Student J (MBG) was very elaborate and creative on his idea for the task but his idea was very violent (and not age appropriate).
- Even students who caused low level disruption were engaged on the task and produced work.
- Teacher stood at the front (direct teaching) when explaining and giving instruction and the room is commanded to silence.
- Attention is evenly distributed.

Appendix

C

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Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model	
Dyddiad/Date: 26/09/2019	
Digwyddiad critigol (Ffocws)/Critical incident (focus): Student unrealised behavior.	
Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- It was observed that pupil X went ahead on the started activity and completed this quite quickly. When the answers were being discussed Pupil X was extremely eager to answer and was disappointed visibly when not selected. Pupil X on one occasion then went on to sarcastically clap when another pupil got the answer incorrect to a question. Pupil X then corrected the member of staff in a way which came across as quite confrontational. (Point A) - Initially the event made me feel quite uncomfortable as Pupil X did not seem aware of her incorrect approach to correcting the member of staff or her behavior towards others and the effects this could have to their confidence or well-being. "Your answer is wrong miss; I've worked it out using this method so it must be right" (the tone was one of certainty). (Point B) - On reflection I feel quite reassured of this situation as looking back on the member of Staff's approach to this learner I realized that this could have easily escalated but did not due to the member of staff not taking it personally and making more of a joke at the acknowledgement of her mistake. (Point C)
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	- The elements of the lesson that went well the uses of digital technologies using a camera connected to an app, the teacher was able to live stream her workings whilst explaining her method's to the class, this was a really useful tool of modeling as both teacher and pupil had the exact same resource in front of them. It was also useful as the member of staff also displayed other pupils work who had completed the task correctly and neatly. Learners engaged the way that they did with this as it was a different way of learning to the white board and it was more of a digital task which they may not have been used to and linked to Donaldson, digital competency is important. - Also, the fact that the starter task had three levels of difficulty in order to try and cater for all pupils wherever they were at in that stage of learning. This catered to many different learners. Times that it became an issue was when pupil X skipped straight to the final section as this was the only section, she may have felt slightly challenged but on observation I don't believe this to be the case. (point D) - The aspects that were disappointing to me was the amount of incorrectly marked answers on pupils' tests and the amount of times this caused confusion amongst pupils who were both marked correctly with completely different answers. (point E) - The Benefits of the main area of learning was the ability to assess where marks could be dropped further on at GCSE for minor mistakes as well as modeling to pupils who may struggle in one area how to complete the

	question as well as a refresher to the pupils who may not have been struggling. This was the main area for development within this session, it was developing their awareness of assessment criteria which was also referred to (success criteria) at the end of the lesson. - The learning overall was driven by the member of staff and assessed by this member of staff by asking questions and then asking other pupils to elaborate on the answers to increase understanding and expand knowledge.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	- I would keep the same the use of digital technology for useful learning in the future to link to the Donaldson curriculum of digital technologies. - I also like the idea of different levels of the started task (although this was something Alison and Tharby discussed not to work as pupils may not push themselves and one objective should be set for all learners by setting the bar high for all learners at all times) but I feel this is something slightly less applicable to mathematics. - The cause of the most disappointing element for me (being Pupil X's approach to correcting the member of staff and putting down another pupil) not being picked up I feel within my observation was because Pupil X was not a conventionally badly behaved child and their behavior was not picked up as the pupil on observation did not make any real social interactions within anyone apart from the teacher, they got on with their work, and did not cause any level of disruption. However, this allows the pupils behavior to be overlooked by members of staff.(point F)
Casgliadau a chamau gweithredu/ <i>Conclusions and actions</i> Beth yw eich atebion posibl i'r materlaon siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	- A possible solution to Pupil X's approach to communicating with people would possibly be to place them near someone who may interact with them. On observation there were occasions where pupils were communicating socially, and this pupil was not a part of that. The skill Constructivist approach of learning from each other would be very important here as I feel this pupil's approach towards others and the member of staff could be underdeveloped social skills with other pupils.(Point G) - Next I would look at ways to integrate the pupil more and allow them to have more interaction. I would also possibly explain to the pupil in a private manner that clapping sarcastically when a peer gets an answer wrong can be very rude and ruin someone's confidence. - I would also monitor this pupil's wellbeing closer as they seemed extremely eager to answer questions and extremely disappointed when not selected to answer them. For both a social aspect and as a way for this pupil to support others, I would sit them next to another pupil that may be struggling to encourage peer support which is success for both learners. - I would use the differentiation of levels of questions but within my planning make sure I was allowing this to be challenging for this pupil to push them from their comfort zone. - I will find this information going forward by looking at pupil wellbeing and looking into growth and fixed mindsets to better understand this pupil's needs and how they are developing.

Y profiad newydd / Transformed experience

Assessment

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

- Assessment of work was given on an individual basis and corrections were given individually.
- Pupils are addressed and called to the teachers desk individually.

Specifics / Critical Incidents

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

- It was observed that a pupil was not seated during the explanation.
- Pupil Y is swinging around a pencil case.
- Pupils talk during the register.
- Pupil Z is not on task and is talking/distracting other students.
- There were a group of girls hidden by a pillar/wall in the classroom that were not in teacher view that were all talking. However, they were all engaged with the task (it was clear that these students could be trusted to do so).
- A Pupil shouted a question at the teacher but is pulled up on the fact that they shouted out instead of going directly to the teacher to ask the question.
- At the start of the lesson it was mentioned that the homework task was having to be completed within the lesson.
- There was good behaviour management on occasions when the teacher needed to manage it.
- Pupil H (MBH) swinging on stool.
- Pupil J (MGH) wanders to look for equipment but speaks to a number of students on the way.
- Pupil Z(MBH) and Pupil J (MGH) stab each other with pencils.
- It was observed that it was mostly the male pupils off task.
- Pupil T (FBH) throws pencil across the room at Pupil E (MLBH) and then travels back and forth to speak to Pupil E (MLBH), continuously distracting the pupil.
- Pupil H (MBH) not as far along on the task as the rest of the class.
- Pupil T (FBH) travels to speak to Pupil E (MLBH) but checks first if the teacher is watching before doing so.
- Pupil E (MLBH) then travels to Pupil T (FBH) to engage in conversation.
- Pupil T (FBH) throws a pencil a second time at Pupil E (MLBH).
- Pupil T (FBH) Sharpens a pencil and puts it in Pupil E's (MLBH) Face (not contact was made between the pencil and Pupil E's face).
- Pupil J (MGH) stand up and walks around during an instruction given by the teacher and is even stood in front of the teacher at one point.
- Teacher commanded silence at the end to discuss/set pupil homework (all pupils were seated during this) However, before the explanation is fully finished 45% (estimated) of the class begin to walk around the room.
- Homework is shouted over the pupil's speech.
- Teacher checks if homework is written down.
- Positive teacher attitude in regard to the quality of the work over the time spent on the work.
- Consequences of homework deadline missed are explained by the member of staff.



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019
Lesson details: - Year 8. - Maths lesson. - Last lesson of the day. - 26 Pupils. - Starter based on angles. - Past paper review lesson. - Top set.
Classroom culture (Are the students focused on learning?) - Allowed to talk/discuss the starter task. - Hands up environment (Alliterated by the member of staff). - Positive Environment.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Starter on the board upon pupils arrival. - Explained at the start of the lesson. - The purpose of the lesson was to go over past papers that they had previously completed.
Direction (Are the students clear about what they are doing and how to do it well?) - It was explained how to pick up more marks in their exams (SPAG). - It is explained that how work is presented could lead to them doing better (if examiner can't read or understand it, they cannot mark it). - Teacher presents from the front of the classroom when giving instruction.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - Pupils were challenged on the starter task as it was traffic lighted from easier to more complicated.
Assessment (How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?) - pupils went to the board to model how they got their answers to the class. - Pupil's previous work was assessed before the lesson had started and given back to them. - The question was asked "hands up if you had completed..." (The question on the feedback sheet). - Self-assessment was used at the end having to write on a sheet in their books "What went well" and "Even better if".
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?

Appendix D:

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

Dyddiad/Date: 26/09/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): No appropriate environment for learning.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- I felt initially unsettled at the amount of disruption going on throughout the lesson. - I felt further uneasy due to the unnoticed behavior that occurred which was more a small-scale disruption. - I felt most at ease at the end of the lesson when it slightly calmed down. - Upon reflection I feel the same if not slightly more concerned at this lesson.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	- The section that went well was the creative element. - The elements that were disappointing was the fact that there was not a lot of challenge in the task, there was no extension task; just a repetition of the same sort of task, it was also homework that should have been done at home being done in the lesson. Also, the un-detection of the majority of behavior. - It was also disappointing to see the AFL as checking if they'd done some work rather than the quality of the work. - The lesson followed one continuous phase and this (as well as the previous point) I believe led to the disengagement and the disruption caused. - Low motivation in the lesson was displayed by pupils wandering about and Pupil's throwing equipment and going to each other for chats. - The effective learning would be that done by the group of girls sat away from the rest of the class, in completing and moving on.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n cadw'r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? "What will you keep the same to ensure effective teaching and learning in the future?" Beth oedd achos yr elfen siomedig bwysicaf? "What was the cause of the most important disappointing element?"	- I would keep the creative element the same to ensure effective learning, but I would apply more to this that just art-based work. - The cause of the most disappointing element was the lack of awareness of the disruption going on in the classroom.

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Casgliadau a chamau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r materiau siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych yn mynd i'w wneud nesaf? "What will you do next?"	- The possible solutions are placing the teacher's desk in the middle of the room. - Having a task that challenges the pupils in different way. - Apply more of a behaviorist approach in there being consequences mentioned for actions. - Next I would find out the schools behaviour policies and remind the class of these. - Have a strategic seating plan (boy girl system).
Y profiad newydd / Transformed experience	

OBSERVATION / FIELD

NOTES (Questions adapted from Fletcher Wood (2016))

Date: 26/09/2019

Lesson details:

- Year 8.
- Technology lesson.
- Designing safety posters.
- It was a continuation lesson from previously working on their posters.

Classroom culture

(Are the students focused on learning?)

- The pupils upon observation seemed to enjoy the lesson.
- It was observed to be quite a constructivist environment where pupils were responsible for their own progress and allowed to communicate with each other throughout the lesson.
- The atmosphere seemed to be relaxed (informal), positive, and at the start very little behavior issues.
- Pupils collected their own seats and sat around work benches.
- Upon observation it was noted that Pupils were free to move around the room to converse about the task and to collect equipment (coloured pencils, sharpeners, etc).
- The teacher was extremely familiar with pupil's names.
- It was observed that the member of staff delivered explanation from the front and travelled desk to desk to communicate with individuals.
- Pupils leave table by table, row by row.

Objectives

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

- The task was explained at the beginning of the lesson and delivered this from the front.

Direction

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

- Pupils were clear on the task (there were no questions asked and all got onto task straight away).
- Displayed on the board was "Language for learning" where subject specific terminology was displayed.
- Upon observation it was noted that there was a task written on the board for another lesson which did not fit the purpose of the session or linked to the required task. The date and objectives displayed on the board were from a few days prior (two days).
- pupils would ask for guidance individually.

Access and challenge

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

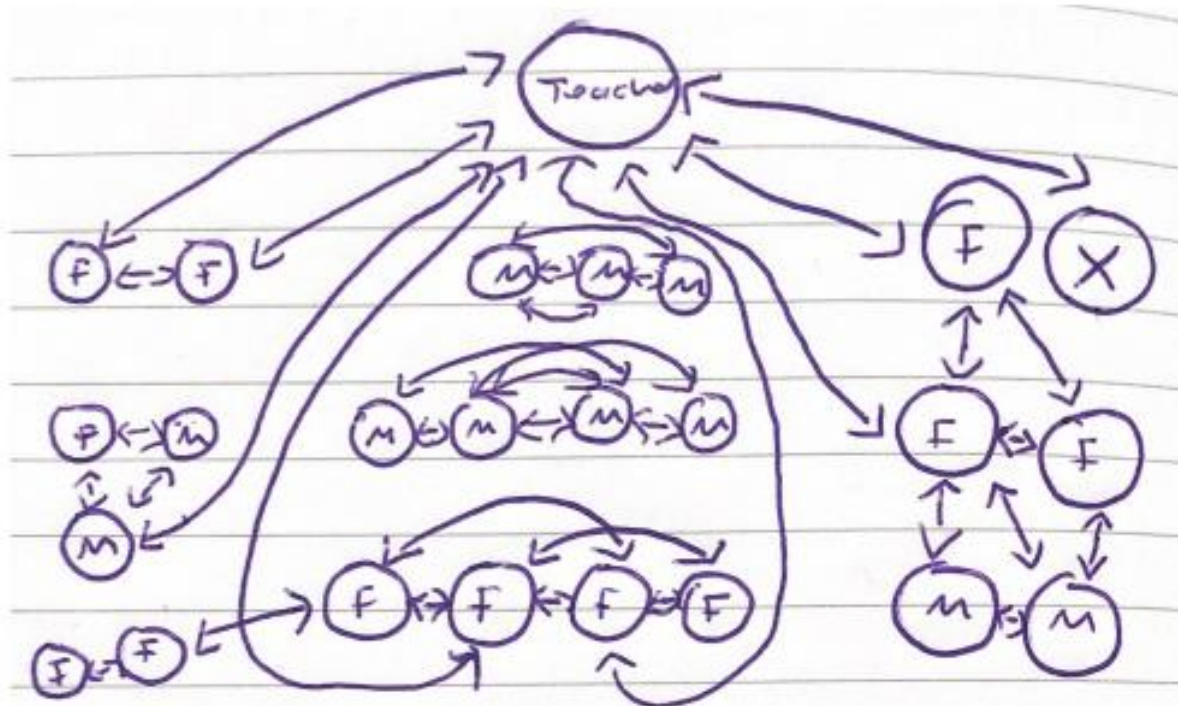
- It was observed that Students were all engaged in the creative element of the lesson.
- It could be suggested that the challenge would possibly only apply to the less creative/artistic pupils.
- Pupils that finished task 1 were moved onto task 2 which was an extremely similar task.



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- Student X (GBH) is eager to answer, also sarcastically claps when student L (BAH) gets question wrong.
- Pupil X (GBH) is extremely confident in her own ability and corrects the member of staff on an answer that they displayed on the board. The Pupil was correct in the answer but did so in an inappropriate tone/manner (This was not taken any further).
- A visualiser is used (a live stream where the teacher can model their workings to the pupils) This worked very well as it was an application of digital competency (Donaldson) and Pupils were engaged with it.
- Good examples of pupil's work were displayed for the class on the board. The modelling was presented in first showing their workings and then the answer.
- By modelling good pupil work on the board, it made pupils more eager to share their work (giving pupils a sense of confidence).
- There was an occasion in which two pupils asked the teacher how they had both been marked correctly but had different answers. The way in which these pupils asked in comparison to Pupil X was in a more constructive manner and with a more positive tone.
- Teacher refers to certain questions as "Easy" upon giving examples. However, also students were encouraged by how hard certain questions were.
- Attention throughout the class was evenly distributed.
- The member of staff made the comment "This is good for you" which could be misinterpreted.
- The questioning was also equally distributed as one student would be asked for the answer and another asked for the method to the answer.
- A fourth student addressed incorrect making/answers.
- Students signed in their book when the feedback was given and had to self-assess their progress from the mock test.
- Students had been able to complete the mock test in their own time at home (giving opportunity for students to seek external help and converse about answers) This was displayed by a few students then admitting to this.

Appendix E:

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