

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

The purpose of this assignment is to reflect upon a 'critical incident' witnessed within the classroom and use these reflections to identify the potential teaching and learning steps that would best be pursued next. Tripp (1993, p.8) defines a critical incident as "*an interpretation of the significance of an event*". Therefore, an incident can become critical upon analysis and can include seemingly mundane classroom practices that upon deeper reflection become more important or even turning points within a lesson. In this instance a critical incident is being used as the basis of a case study in which different teaching and learning theories shall be explored and evaluated. Finally, the evaluation and the outcomes of the observed critical incident shall be used to hypothesise on the most appropriate 'next learning steps' for the observed students.

Reflecting on a chosen critical incident is a significant aspect of this assignment. Reflective practice forms an integral part of teaching and is vital in the professional growth of the teacher. Practitioners' use of reflective practice is advocated by the new 2017 Professional Standards for Teaching and Leadership, with the "*Professional Learning Passport being used to support reflective practice*" (Welsh Gov 2019 p.50). By using the study of a critical incident as a model of reflective practice, practitioners can learn from the analysis and use conclusions to improve or adapt their own practice.

Context

For the sake of ethical anonymity, the school in which the critical incidents were observed will be referred to as SchoolX. Observations were undertaken in a way that adhered to BERA (2018) ethical guidelines for educational research and those involved were treated fairly, with dignity and freedom from prejudice, as is their right. The purpose of this study is not to unfairly criticise current teaching and learning practice but to reflect critically on what has been observed.

In their latest Estyn (2017) report, SchoolX received an "Excellent" for current performance and prospects for improvement. In fact, the school was rated 'Excellent' across all categories bar one, in which they were rated "Good". School X is a mixed, English medium community secondary school with a higher than average intake of pupils eligible for free school meals at 32.7%. The percentage of those with a special educational need is also higher than the national average at 35%. Around 70% of pupils are from a minority ethnic background and

speak an additional language. At the time of the report there were 1,721 students enrolled, aged between 11-18, including 254 enrolled in the sixth form.

The critical incident that forms the focus of this assignment takes place within a period 1 History lesson with a high ability Year 8 group. The class consisted of approximately 30 students. Other than the two observers, there was only one member of staff present; the subject teacher.

Methodology

For the purpose of this assignment a critical incident forms the basis of a case study. Kumar (2005) describes a case study as being *“the study of a social phenomenon through a thorough analysis of an individual case”*. The individual case in this instance is the observed critical incident. The critical incident was formulated in reaction to an observed practice within the classroom. It was noted as a point of interest and importance within the context of the lesson.

“Critical incident analysis depends on a thorough initial record of an event, a detailed description of your experience” (Ayres 2013). To account for this, the study methodology included the use of two structured observation sheets: one a more general overview of the lesson and the other focusing directly on the chosen critical incident. The first more general observation sheets were adapted from Fletcher Woods (2016) and allow for a more overview account of the lesson. The second observation sheet is in the form of an assisted reflective conclusions model, it focuses in on the critical incident and contains more analysis and reflection. Four official observations were undertaken, the sheets for which are included at the end of the assignment.

The observation method used within lessons was that of a non-participant observer: the pupils were aware of the presence of those observing but the observers did not take an active part in the lesson. This method takes into account the ethical aspect of observations as those present know that they are being observed, however this potentially causes an issue known as the Hawthorne effect where subject/s act differently knowing that they are being observed. The Hawthorne effect was first noted during studies carried out in the 1920s/30s; it is often used to explain unexpected outcomes to observations (Merrett 2006). With respect to this study, the manifestations of the Hawthorne effect may have been attenuated as students have potentially become used to the presence of different people within lessons. This could be due to the presence of external inspectors and the increasing practice of educators observing each other as part of their own continuous professional development.

During the observation in which the primary critical incident was identified those observing were sat at the back of the classroom. This minimises disruption caused by the presence of unfamiliar adults in the classroom, as being seated at the back makes them less conspicuous. One issue with the chosen methodology concerns the fact that critical incidents are unplanned and often unexpected parts of practice: therefore, upon entering the classroom observers have little or no indication of what the critical incident could be. In this case, once the critical incident had been identified it became an issue in that the exact dialogue leading up to the critical incident (other than the student's final comment) was not recorded. It is impractical to try and record everything that is said in the classroom in the hope that it might become a critical incident. In this case the student's answer was hard to follow particularly when sat at the back of the classroom. However, what the student said could be important when trying to ascertain their level of understanding, even if their wording was disjointed. One possible solution to this issue would be to electronically record the lesson using a recording device such as an iris

camera. This would allow more accurate re-analysis of the event, revisiting the actual course of events.

The Critical Incident

The critical incident that is the focus of this study occurred as follows:

The teacher posed a question to the class: “What makes a historical event significant?”, this was written on the board. The students were then given a short amount of time to think about and discuss their answers. The teacher then asked the students to contribute one of the reasons they came up with. The teacher selected a student who had put their hand up. they struggled with the wording of their answer, and it took them a couple of attempts before they rounded their response off with “people feel things about it”. The teacher praised the student’s input and then reworded their answer to “significant events provoke a reaction”.

During the student’s answer the teacher’s body language showed that they were actively listening. They leant towards and directly faced the student without interrupting, even when the student was struggling to find the right words. The teacher only responded once it was clear the student had finished. Giving the student time to think about and construct their answer. The student, despite having volunteered an answer by raising their hand, became visibly frustrated and a little flustered, presumably at not being able to verbally formulate their answer in the way that they desired. However, by the time the teacher had responded and moved on with the lesson the student seemed pleased with the outcome. Whether this was a response to the questioning being over, or a positive reaction to the actions of the teacher is uncertain and would require further investigation, potentially through directly questioning the student.

The critical incident can be linked across all of the four educational purposes, identified by Professor Graham Donaldson in reaction to his independent review of curriculum and assessment arrangements in Wales, as set out in his report *Successful Futures* (2015). The purposes describe what “all children and young people should become and achieve through their school education”. They include attributes such as; capable, ethical, confident, creative ambitious as well as other desirable characteristics. The nature of the task required multiple students to contribute to the final outcome/answer. The cognitive capability of the students was tested by the level of challenge posed by the task. The teacher’s positive reaction to students’ contributions boosted their confidence, encouraging more ambitious contributions in the future. As well as this, the teacher’s exemplary modelling of listening attentively and patiently, promoted ethical behaviours.

Literature Review

The task that forms the crux of the critical incident involves students collaboratively answering a question, each contributing their different points. The teacher would add to their answers, or as in the case of the Critical Incident, rephrase them into more advanced but also succinct terminology. This method of teaching echoes psychologist Lev Vygotsky’s theory that sees education as a “*co-construction of knowledge, whereby more knowledgeable participants (i.e. the teacher) help those less knowledgeable*” (Tran 2008). It can also be argued that this teaching strategy has aspects of both a cognitive and constructivist method of pedagogy. Swiss psychologist Jean Piaget proposed four stages of cognitive development within

children, the stage pertinent to the observed critical incident is the fourth and final “Formal Operational” stage, which is attributed to those over the age of 11 (Huit & Hummel 2003). Within this stage children should be able to think in a more abstract manner, meaning that they should be able to apply logic and manipulate concepts in a more subjective way. If you look at the question that was posed to the class: “what makes a historical event significant?” and link it to Bloom’s taxonomy (1956) you can see it tests comprehension and requires a level of analysis. According to Piaget’s stages of cognitive development, the Year 8 students (observed for the critical incident) should be capable of a higher level of analysis. Therefore, this style of questioning is more suitable than something along the lines of “name a significant historical event”, which purely tests the student’s ability to recall prior knowledge. As a high ability set this style of questioning also poses a higher challenge and should be more engaging. Piaget’s four stages of development have faced criticism, particularly from those who view development as a continuous and linear process such as the aforementioned Lev Vygotsky (Kandola 2019). Piaget’s four stages of development are very rigid and have clear boundaries, they also fail to take into account aspects such as social and cultural influences on cognitive development.

The constructivist element comes from the way in which the students and teacher worked collaboratively to answer the central question, with the teacher acting as the facilitator. In particular, this style of teaching may be linked to social constructivist theories. Vygotsky in particular saw “*Cognitive development as a social, communicative process*” (Mercer 1995 p.71). This is seen in both the initial discussion between students, and in the subsequent collaborative answering of the question. The students were given time to ‘work out’ what they knew about and could associate with the question: when the time came to receive answers the student at the centre of the critical incident was given time to formulate their response. This method also ensured that students were active rather than passive participants in the process of learning.

Looking again at the question posed by the teacher: “What makes a historical event significant?”, such questions require analysis and better test and develop comprehension. Bloom (1956) identified six levels of questioning, analytical questions were placed within the middle-higher range of cognitive thinking (Kelly 2019). However, predominantly due to its age, Bloom’s taxonomy has faced criticism in regard to its validity in the face of a more modern understanding of cognitive processes. Furst (1981 p.442) also brings into question the issue of neutrality; stating that the classification has “*emphasis on certain qualities*” that “*diminish the apparent significance of other qualities*”. Being over 60 years old means that today’s world is significantly different from the 1956 one reflected in Bloom’s original taxonomy. To help account for this, a revised taxonomy was published in 2001, however even this more modern version is not without its criticisms with some i.e. Yüksel (2007) claiming that the “*Revised Taxonomy hasn’t brought a radical change onto Bloom’s original classification*”.

The teacher’s use of language when rephrasing the student’s answer is a key part of the critical incident. Mercer (1995) refers to Vygotsky (1978) in saying that language is a psychological and essential cultural tool, used to transform “experience into cultural knowledge and understanding”. Mercer then goes on to conclude that language is therefore not just a means to “communicate ideas, but also a means for people to think and learn together.” The teacher’s use of language encouraged relevant knowledge from students and also allowed them to respond in a way that gave both the teacher and the student ‘ownership’ of the answer. Vygotsky also puts forward the idea of language having a “*strong influence of the structure of thought*” (Mercer 1995 p.71). The way in which the teacher rephased the student’s answer from “people feel things about it” to “significant events provoke a reaction” would be an example of “cumulative talk” (Mercer 1995) where the

teacher built positively and uncritically on what the student said, confirming but also improving on the clarity of the answer. A student's perception of their own linguistic ability will affect their self-confidence, especially when feeling under scrutiny by peers and/or the teacher. The teacher's positive reaction to contributions aids in creating an environment where any contribution is valued. Wells and Chang-Wells (1992 p.73) make the point that *"more important than the quantity of talk...is its quality"*. The student's indistinct answer was successfully condensed, by the teacher, into a more advanced vocabulary. Another way in which the teacher's rephrasing of the answer is effective is that it emphasises and repeats the original question, bringing the question's aim back into focus.

Reflection/Evaluation and Next Steps

My initial and overall feelings towards the critical incident is that it was a positive experience and teaching strategy. However, upon further analysis I feel that caution should be taken in applying such a strategy. This is because I feel that the teacher would be at risk of 'putting words into children's mouths'. In the case of the observed critical incident I feel that the teacher listened very carefully to the student's reply and that their interpretation and rewording of the answer was commensurate with what the student was trying to communicate. Yet, I can see how in other cases it would be easy to replace what the student had said with your own model answer and misinterpreting the student's personal contribution. To avoid this, careful attention should be paid to the student's response and if in doubt giving the student a chance to repeat or clarify their answer would be better than intervening prematurely.

This is still a strategy I would potentially adopt; however, I would also consider explaining my choice of vocabulary to ensure that students understood its meaning. For example, if the student didn't know the definition of the verb "provoke" (The word used by the teacher) this would potentially lead to confusion and/or misunderstanding. To avoid this, I would take a brief moment to define any words that I felt may be unknown or unfamiliar to the students I was teaching. Again, in the case of this example I might simply have said that to provoke means to cause something. This strategy could be useful in simply reinforcing the correct definitions of less common words to students in a way that negates doubt and misinformation. Another way I could take this further would be to provide a glossary of less common terms and words applicable to the subject. As for when I would provide this glossary, I initially thought at the beginning of a subject or module. Unusual subject terminology is something that can be predicted; however, it is harder to predict what other words students may not be familiar with. To account for this, I would perhaps produce a glossary nearer the end of the module, including words that I had realised that students had misunderstood or not recognised during teaching.

In terms of the continuation of the learning, in a more subject specific manner. Once students seemed to understand the crux of what makes a historical event significant, I would look in more detail at a particular historically significant event and see if students can apply what they've learned to explain why that particular event is significant. This could be used as a form of assessment to see if students can apply their conclusions to a different but similar situation. The ability to apply what has been learned to different situations would show that students have correctly understood the concept and can adapt or apply it to new circumstances.

In the wider context of SCHOOL X, according to the latest ESTYN report around 70% of students speak English as a second language. Therefore, the teacher's use and modelling of less commonly used words may be beneficial in widening the lexicon of the students. It also fulfils cross curricular responsibilities by supporting and expanding student's literacy which will

be another particular focus of Donaldson's new curriculum. Literacy is an essential skill required in order to be able to effectively attain achievement in all subjects. In terms of my own professional development, I feel that encouraging and supporting higher levels of student literacy within lessons is something that would undeniably benefit the overall achievements of those students, not just in my own subject but across all academic disciplines and life in general.

Conclusion

To conclude, the purpose of this assignment was to identify a critical incident, the subsequent analysis was then used to examine the relationship between theory and current pedagogical practice; using conclusions to decide on future learning possibilities. The observation methods utilised resulted in the successful identification of a critical incident that allowed the analysis of pedagogy related to the co-construction of knowledge, linking to theories of constructivist and cognitive development. The incident also enabled reflection on how learning involves language as an important tool in education that not only facilitates communication between the teacher and the pupil but also enhances learning.

Reflecting upon observed critical incidents can be a useful exercise in supporting continuous professional development. With the increasing emphasis on educational practitioners continuing research throughout their careers, this form of reflective practice is of value when conducting research. Wales' new teaching standards in particular put emphasis on "a focus for career-long professional learning". Outcomes and conclusions from such 'learning' can be used to inform practice, developing better methods of teaching and learning. It can also be used to test and critically evaluate current theory and practice, in the aim of improving educational standards. New innovations are crucial in continually improving practice and need the backing of relevant research and reflections in order to function effectively.

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Observation Sheets



Yr Athrofa
Addysg a'r Dynïedeg
Education and Humanities

History lesson
Year 8
period 7.

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher's rewording of a student's answer into more suitable terminology.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	~~From~~ A positive strategy. I was impressed with the teachers response and the way she actively listened to the student.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth 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?"	Question - What makes an historical event significant? Student Answer - People feel things about it..... Teacher adaptation - Significant events provoke a reaction.
Gwerthuso a dadansoddi/ Evaluate and analyse Beth fyddwch chi'n codw'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?"	- Models ~~where~~ a more advanced lexicon that higher ability students should be able to access and begin to adopt. - Repeats the same key words "Significant events" - key element of the question within the answer. - Shows teacher was listening to the student and understood what ~~they were~~ idea they were communicating. - Brings in Cross Curricular literacy
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebian 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?"	- Define words - i.e. provoke. (EAL aspect) - List of key terms - Remain aware of the risk of 'putting words into pupils mouths' - translate rather than replace
Y profiad newydd / Transformed experience	

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19
Lesson details: • History-Period 1 • Year 8 • High ability Class
Classroom culture (Are the students focused on learning?) - Class Settled fast - hands up class - Use of praise-regularly - pupil discussion encouraged - During independent work teacher moves around the classroom - Some boys talking at the back of the class - Made table on board darker for pupil who couldn't read it at the back
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Task-question posed- students are able to discuss ideas. Clear link from the starter. - Work sheet linked to display in the room that Students can refer to. - Clear lesson progression -from starter-to task-to task..... penarys - work sheet / tables clear in their purpose.
Direction (Are the students clear about what they are doing and how to do it well?) - Clear Starter linked to prior learning -displayed on board. Further work then linked to starter, next task etc..... - Use of key words on the board. - Use of local metaphor to explain an aspect - ("like going to St Fagans and buying a pencil sharpener") - Clear timings given for tasks.

Access and challenge

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

- Focus on looking at a Level 7-8 Concept. (higher ability)
- Use of Selecting individuals to give answers (hands down approach)
- Rapid pace.
- Words that students ask the teacher to define are written on the board.

Assessment

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

- Effective questioning - direct followed by open - i.e. "Why?"
- Use of Selecting individuals to give answers.
- Teacher moves around class during tasks to check progression.
- Penarys used

Specifics / Critical Incidents

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

- Teacher rewards Students answer using more advanced terminology.

"People feel things about it"
 ↓
 "Significant events provoke a reaction"
 Question - "What makes an event Significant?"

~~Answering~~

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Not enough Computers for one each.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- Concerned that not all students are getting the full learning experience. - Might have been frustrating for the high ability class of students.
Cofio a Deall/ Remember and Understand Ailwch chi restru'r agweddau o'r profiad dysgu a oeth 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?"	- Due to broken computers a handful of students had to work in pairs and share computers. - Within these pairs one child tended to be dominant and take control of the mouse and task, or not much progress seemed to be made as arguments ensued.
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?"	- Child was unable to learn through ~~physical~~ physical / first hand experience of using the program. - Collaboration is good in most cases but in order to learn how to use a program such as Excel, hands on experimentation is most ~~beneficial~~ beneficial. ↑ individual.
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 chi'n mynd i'w wneud nesaf? "What will you do next?"	- An allocated amount of time could have been given to the children sharing computers so each has a chance to use the software. - A different task, that didn't require a computer could be given to the child waiting.
Y profiad newydd / Transformed experience	

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19

Lesson details:

- * Literacy
- * Year 8
- * Digital Competency
- * High ability

Classroom culture

(Are the students focused on learning?)

- * Seating plan used
- * Teacher silent until class is listening
- * ~~Teacher~~ Communicates ~~the~~ appreciation of those listening and following instructions.
- * Teacher waits until all are looking at the board before explaining/moving the lesson on.
- * Not enough computers for students $\leftarrow$ C.I?

Objectives

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

- * Making tables using Microsoft Excel.
 - * Students recreate ~~model~~ tables modelled on main screen.
- ↗
C.I?

Direction

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

- * Use of recap at beginning of lesson.
- * Outcome modelled on board.
- * Teacher runs through FAQs part way through the lesson.

Access and challenge

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

- * Cross curricular link... Tables related to rainfall $\rightarrow$ Geography.
- * Students help each other.
- * Option to create own questions as an extension task.

Assessment

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

- * "Who does not know how to add a border?"
- * Linked to Welsh Bacc
- * Teacher constantly circles to assess / offer help.
- * "Anyone need any help?"
- * Questions linked to understanding the ~~the~~ tables students created.

Specifics / Critical Incidents

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

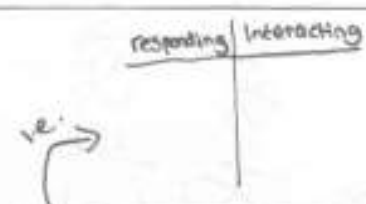
- * Some students have to share computers because there are not enough for $\neq$ each. Some computers are broken.
- * Boy taken outside to be spoken to privately.
- ↗
misbehaving.
- * "Keep your mouth shut and not be rude in my lesson, yes?"

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

Dyddiad/Date: 2/10/19

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

Teacher's use of Pupil's answers to model how she wanted a task to be completed.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	• A positive strategy. 
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth 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?"	Task → To Complete a table displaying different methods of responding + interacting. The teacher gave the students time to begin the task, working independently. After a couple of minutes she selected a random student to tell her what they'd included in their table. The teacher then added the student's input to an example of the task's table on the board.
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 bwysig? "What was the cause of the most important disappointing element?"	I think this strategy..... • Promotes student 'ownership' of key ideas. • Gives students potentially struggling with the concept of the task model answers from their peers. • Assesses student knowledge at the same time. (The ones selective selected)
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?"	What next?..... • Give students further ownership by asking them to put their ideas on the board. • Get students to copy model table into books for future reference.
Y profiad newydd / Transformed experience	

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 2/10/19

Lesson details:

- English lesson
- Year 8
- ~30 pupils
- Period 1
- High ability

Classroom culture

(Are the students focused on learning?)

- Lesson begins with the students reading from their personal books. However, many students are not actually reading. The teacher does not address this but does randomly select a student to explain what they have read.
- Teachers behaviour management is low-key. She ignores isolated disruption and deals with repeated disruption with a quiet comment about being "surprised" and "disappointed" at a behaviour.

Objectives

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

- The starter links to previous learning and requires students to work in pairs and define a chosen word (from a selection on the board) to their partner.
- The teacher asks the students to link their ^{word} ~~words~~ from the starter to the topic they are studying → Dystopia

Direction

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

- The teacher models what they want students to include in their work by writing ideas on the board. Most points come from students answers to the teachers questioning.
- Utilises a table format to look at the differences between responding and interacting. The teacher uses pupils answers to provide examples.

C.I. →

Access and challenge

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

- Students are not required to copy/use the examples of work on the board but it is available to use if they are stuck for ideas or struggling to start.
- Confident pupils can work more or less independently.

Assessment

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

- Teacher asks for examples of students work to write on the board.
- Uses closed and open questioning → Both hands up and random selection.
- * Students exercise books include a "what went well" and "things to work on" section.

Specifics / Critical Incidents

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

The teachers use of Students work to model to others.

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

Dyddiad/Date: 26/9/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): ~~Use of Microsoft~~ The way in which students presented their research notes.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	• Perplexed and baffled at how long it took some students to decide on the visual aspects of the presentation of their research notes. i.e. backgrounds + pictures.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a oeth 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?"	• Students were required to research and collect information about the discovery of DNA. The majority of students chose to use PowerPoint which seemed to result in distraction. • After an hour students had minimal content but colourful backgrounds and text.
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?"	• Not much time was actually spent reading or researching. • Students were distracted and behaviour was worse than in other lessons. • Most students ~~work from~~ just used wikipedia.
Casgliadau a chymau/ Conclusions and actions Beth yw eich atebion posibl i'r materion siomedig a nodwyd? "What are your possible solutions to the disappointing issues identified?" Beth ydych chi mynd i'w wneud nesaf? "What will you do next?"	• provide a scaffold for research notes. • Make using Word or a table format a requirement. • A previous lesson on good research practices and getting the most out of internet search engines.
Y profiad newydd / Transformed experience	

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/9/19
Lesson details: • Science • Year 8 • Lesson focused on researching DNA • High ability Class • Work was linked to an assessment.
Classroom culture (Are the students focused on learning?) • Class took place in an ICT Suite. • Hands up • Teacher waits until focused is on them before continuing. • Silence isn't expected. • Points given for digital literacy and effort.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) • Links closely to previous work. • Purpose is clearly presented as research to aid assignment.
Direction (Are the students clear about what they are doing and how to do it well?) • Clear directions and expectations for work explained at the beginning of the lesson. • Teacher gives clear instructions on the number of sources that should be used for researching. i.e. 3 Scientists 4-5 sources. • Teacher repeats success criteria 15 mins before lesson end.

Access and challenge

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

- Work is very individual.
- ~~Work~~ The way in which work is displayed/collated is open to preference as long as certain aspects are included.

Assessment

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

- Teacher circles and asks students if they "know what they're doing".
- Addresses students as a whole when they notice ~~that some~~ a regular issue.
- ~~Teacher~~ Teacher constantly viewing students work.

Specifics / Critical Incidents

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

- Girl has hand up → Teacher doesn't notice → Girl gives up.
↑
helping others.
- Students spend a lot of time focused on the visual aesthetics of their ~~note~~ research rather than content - especially those using powerpoint.
↓