

**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

What is a critical incident in the context of education? According to David Tripp (Tripp, 1993), critical incidents *“are not ‘things’ which exist independently of an observer and are awaiting our discovery like gold nuggets or desert islands”*. In other words, critical incidents are identified through an analysis and evaluation of those everyday occurrences that take place within the classroom. It is only when teachers reflect upon and analyse those occurrences that they become critical and lead to a deeper exploration of why the incident occurred and what could be changed or adapted to enhance and enrich teaching for the benefit of everyone in the classroom. Therefore, the focus of this assignment will be on one critical incident that has been evaluated carefully. Reflection and evaluation are key components in developing teaching practices and moreover, it is recognised that *“evaluation feeds further cycles of planning to inform teaching and learning”* (Andrew Green, 2011).

The particular stage upon which this critical incident is set is Professor Graham Donaldson's 'Successful Futures' (Donaldson, 2015). At the heart of the future reforms is the learner (Donaldson, 2015). Within this assignment it will be argued that the learner is very much at the core of this critical incident and further, that *“good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking”* (Donaldson, 2015: 65). Highlighted within this discussion will be the nature of the critical incident, the relevant literature and a detailed examination of how this will inform future teaching and learning practices for the better.

School/class context

For the purposes of this case study, a critical incident (concerning a group of learners) has been observed. The critical incident was observed during a lesson at School X. In accordance with BERA's Educational Guidelines for Educational Research (2018) the

School where the observations were carried out will be referred to throughout this assignment as School X in order to preserve its anonymity and privacy (BERA, 2018, 21:40).

According to ESTYN, Her Majesty's Inspectorate for Education and Training in Wales, School X is "*an 11-18 mixed comprehensive school*" (ESTYN, 2018: 1). School X is one of several secondary schools located in a suburban area of South Wales with 1700 pupils enrolled (My Local School, 2018).

Importantly, School X is one of many pioneer schools for the draft curriculum in Wales, based upon 'Successful Futures' (Donaldson, 2015). This is particularly relevant for the purpose of putting the content of one of the observed lessons (wherein the critical incident which forms the basis of this case study occurred) into context. Lessons at School X have been grouped to closely correspond with the Areas of Learning and Experience as outlined in 'Successful Futures' (Donaldson, 2015). The critical incident that has been identified took place during a combined humanities lesson focusing on the topic of 'Poverty'. The Key Stage 3 class, which consisted of 27 mixed ability learners, were conducting presentations in small groups on the topic. Before the presentations commenced, the teacher activated prior knowledge by reminding pupils of what had taken place during previous lessons and instructed pupils that they would be expected to provide peer assessment and feedback using the WWW (What Went Well) and EBI (Even Better If) approach.

Methodology

The data, for the purposes of this case study, was gathered during multiple live classroom observations carried out at School X. Data was recorded during these lessons using structured observation sheets which list key questions for the observer (Fletcher Wood, 2016). The observation sheets are attached as appendices to this case study at CS1 to CS4.

When considering the most appropriate way to conduct this research; of paramount consideration was the desire to ensure that the data collected was as authentic, natural and representative of true classroom dynamics as possible; a research method endorsed by Kathy Silva (Silva, 2002). Live observation, as a non-participant, was therefore chosen as the observation strategy for the purposes of this case study in accordance with the "*six sources of evidence*" as outlined by Yin (Yin, 2009: 101). Live observations as a non-participant in the classroom are, arguably, one of the least intrusive methods of observation when compared with other methods, such as: interviewing pupils or capturing data by means of video recording. The disadvantages of this method of non-participation however, is that it could be perceived as less qualitative than data collected through active participation

methods (such as questioning and interviewing the teacher and pupils) as advocated by Barbara B Kawulich (2005). That being said, there is sufficient scope to argue that the direct observations, albeit non-participant in nature, were qualitative on the basis that it was the same Key Stage 3 class observed throughout the data collection phase and the same class were observed in different lessons, in different classroom environments, being taught by different teachers.

Irrespective of which strategy of classroom observation is carried out, it is important to recognise that there exists evidence to suggest that the mere presence of another individual in the classroom will serve to alter the dynamics and prevent an accurate depiction of the classroom from being observed, known as 'The Hawthorne effect' (AQR, 2013-18). Bearing this in mind, careful consideration was given to the presence of the researcher within the classroom during the observations. In order to combat the potential distractions caused to the teacher and pupils by the presence of the researcher, thought was given to where the researcher would sit in order to cause minimum disruption. During the observations therefore, the researcher sat towards the rear of the classroom. Attached at Appendix CS5 is a diagram detailing the classroom layout (including the location of the researcher) during the lesson whereby the critical incident examined in this assignment, occurred.

A key part of the methodology behind this case study was the decision to rely upon written observation notes in order to identify the critical incident. Lofland (1971, quoted in Cohen, Mannion and Morrison, 2011: 300) devised a list of factors to be considered when "*collecting field notes*". In this instance, the researcher paid particular attention to recording detailed observation notes as quickly as possible after the observations took place in order to prevent information from being forgotten (Cohen, Mannion and Morrison, 2011). This proved essential, as it enabled the researcher to revisit the field notes in order to reflect upon the critical incidents. Nevertheless, this strategy has not escaped criticism as Kumar highlights that the recording of extensive notes may cause the researcher to miss vital incidents and exchanges that take place within the classroom (Kumar, 2014). Notwithstanding this debatable concern, the written recording of observation notes in these circumstances proved effective given that critical incidents were detected and recorded.

Link to Four Purposes

Integral to this case study is assessing the extent to which the critical incident identified during the observation phase can be linked to the four purposes as outlined in Chapter 3 of 'Successful Futures' (Donaldson, 2015). It is considered that the ethos of the critical incident

particularised hereinafter links to all of the four purposes in that it aims to create “*ambitious and capable learners*” who are “*enterprising, creative contributors*” working in a way that renders them “*ethical, informed citizens of Wales and the world*” with an awareness of themselves as “*healthy, confident individuals*” (Donaldson, 2015: 29).

In recent years, there has been a growing interest in the use of peer assessment in classrooms and in particular, much debate has centred around the use of peer assessment as a tool for formative assessment, with well-respected educationalists such as Dylan Wiliam (2011) publishing extensive research on the subject. Therefore, upon witnessing peer assessment in action at School X, it was immediately of interest as a relevant area to explore in more detail: particularly given that the critical incident in question demonstrated that the pupils who were engaging in live peer assessment understood their role and willingly embraced it, which clearly showed them to be ambitious and capable learners in keeping with the spirit of the four purposes (Donaldson, 2015). The fact that the group of learners (who were the subject of the critical incident) were Key Stage 3 pupils and able to research, prepare and conduct presentations on a blended humanities topic of ‘Poverty’ whilst demonstrating their digital competency by using Power Point as a presentation aid more than satisfied the criteria for enterprising, creative, ethical and informed, as described in ‘Successful Futures’ (Donaldson, 2015).

Moreover, it was evidence from the instruction given by Teacher Y at the start of the lesson that the pupils were familiar with providing peer assessment and feedback using WWW and EBI as evidenced by verbal and non-verbal communication such as the pupils nodding their heads, verbally responding to Teacher Y and making notes. Of course, these alone cannot be taken as signs of understanding on the part of the pupils. However, following the first presentation it became apparent that these confident pupils were willing participants in the process. Teacher Y, at the end of each presentation, selected pupils from the register to peer assess the presentations. The pupils who were called upon began by explaining what they thought went well during the presentation and thereafter provided critical and thoughtful feedback, thereby providing the pupils who had given presentations with constructive suggestions to improve upon their work. Following each presentation this procedure prompted questions and/or a class discussion either on the execution of the presentation or the content of it.

The use of WWW and EBI therefore appeared to be extremely effective in this learning environment. Ofsted (2008: 7) reported that teachers who “*explain clearly to pupils what they are to learn, by what criteria they will be assessed and how they will know when they have been successful so that they are increasingly involved and responsible for their learning*”

outcomes” will contribute towards the raising of teaching and learning standards. Well executed methods of peer assessment and feedback therefore (which were observed in this instance) establish close links with each of the four purposes, which are the foundations upon which ‘Successful Futures’ (Donaldson, 2015) has been built.

Literature Review

Peer assessment and feedback, for the purposes of this discussion, ought to be considered in the context of a developing education system in Wales seeking to promote a “*broad repertoire of teaching and learning experiences*” (Donaldson, 2015: 65) thus encouraging a blend of teaching, learning and assessment methods as opposed to favouring a limited number of approaches. According to NFER (2007: 1), research has indicated that pupils make more academic progress when they play an active role in their own learning and assessment. This is particularly prevalent in the era of ‘Successful Futures’ (Donaldson, 2015) whereby pupils will be expected to become more involved in the assessment process thus taking greater responsibility for their own learning.

Moreover, the Education Endowment Foundation, who have collated and summarised the international evidence in teaching 5-16 year olds, recently considered the value of feedback and peer assessment, described as “*peer tutoring*” (EEF, 2018: 31) in their Teaching & Learning Toolkit (EEF, 2018). While feedback and peer assessment are considered separately within the toolkit, one commonality reported by the EEF is that both strategies are cost effective; namely, the benefits derived from educating teachers on the effective use of feedback and peer assessment are outweighed by the cost of continuing professional development for teachers. Whilst this may appear obvious, it is important to highlight the significance of professional development particularly when the focus is on improving student outcomes (Timperley, 2008). Feedback, in direct comparison to peer assessment, is reported as having a “*High impact for very low cost, based on moderate evidence*” (EEF, 2018: 16). Notably, feedback (for the purposes of the toolkit) can be provided by teachers and peers alike. Importantly, the EEF highlights that the research has indicated difficulties in the practice and execution of peer assessment and feedback and these findings will be delved into in more detail later in this discussion.

In the first instance however, it is essential to understand the role that peer assessment and feedback play within the classroom, the impact that they have upon assessment for learning and how they have developed within the sphere of education. Peer assessment is defined by Keith Topping (2009: 20) as “*an arrangement for learners to consider and specify the level,*

value, or quality of a product or performance of other equal-status learners". Moreover, Topping expands upon his definition by explaining that peer assessment predominantly takes place in the form of feedback between peers, verbally or otherwise and usually there is a reciprocal element to the process (Topping, 2009). Topping, in his definition, appears therefore to deliberately place emphasis upon the reciprocal nature of peer assessment, particularly amongst those who are of equal status within the classroom, namely the pupils. This definition lends itself to the social constructivist theories of educationalists such as Lev Vygotsky (1978) who believed that learning is a social event that takes place through social interactions with other people such as family, friends, teachers and peers and the result of these social interactions is that they have a significant impact upon pupils' cognitive development.

Central to the theory of social constructivism is the concept that pupils, through social interactions with a more knowledgeable other, gain a better understanding of a subject that they may have previously considered as being beyond their level of comprehension (Vygotsky, 1978). Moreover, this learning process, involving a more knowledgeable other (whether that be the teacher or peers) takes place within the Zone of Proximal Development whereby the pupil moves from a position of being unable to undertake a particular type of learning to being able to learn with assistance, thereby pushing that pupil just outside of their comfort zone (Wass and Golding, 2014).

Perhaps at this point, it would be worthwhile considering the potential pitfalls of relying upon pupils alone to assess the work of their peers and to provide feedback, without any input from the teacher. Suppose a situation arose whereby a pupil, paired with another pupil to provide feedback regarding a specific task, imparts incorrect factual information to the other pupil. Given what we understand from the way in which peers can significantly impact upon each other's learning, there is a very real possibility that this incorrect information would be committed to long-term memory thereby creating a substantial problem for the pupil who has retained the incorrect information. Research has indicated that it is extremely difficult to undo that which has already been committed to said long-term memory (Nuthall, 2001). It is for this reason, amongst others, that Kirschner, Sweller and Clark (2006) raise serious concerns regarding methods of teaching and learning that are based solely upon these social constructivist theories of using minimal guidance during instruction. One way to overcome this difficulty in the context of peer assessment and feedback is to ensure that pupils are explicitly taught how to conduct peer assessment and impart feedback. Here, the role of the teacher will be imperative to the success of the task. As recognised by Dylan Wiliam (2011:46) *"teaching is adaptive to the learner's needs"*. This essentially places the teacher at the core by ensuring that pupils engaged in assessing each other's work are competent in

doing so and understand what is required of them. Consequently, if the teacher identifies that pupils are not engaging in the task or failing to meet the required standard then it is for the teacher to adapt to the circumstances and alter their teaching method in order to effect change.

Even so, David Didau (2014) remains sceptical. Didau, in considering the literature produced by Dyan Wiliam cannot reconcile the idea of moving the teacher aside in favour of co-operative learning. Didau's views therefore appear to align more with those of Kirschner, Sweller and Clark (2006: 77) who emphasise that *"the aim of instruction is to alter long-term memory. If nothing has changed in long-term memory, nothing has been learned"*. Daisy Christodoulou (2014: 21) supports this and reinforces the point by stating *"If we want pupils to develop the skills of analysis and evaluation, they need to know things"*. Knowing things is certainly vital to the success of any interaction between peers as we know that *"long term successful teaching involves working with the peer culture"* (Nuthall, 2005: 37). Thus, it is in the interests of teachers to adopt methods of teaching which incorporates peer culture into the learning environment.

Bearing in mind therefore the concerns that have been illustrated; in conjunction with the aforementioned theories of Vygotsky (1978), one ought to consider employing a blend of teaching approaches in these circumstances, to essentially teach pupils how to peer assess and provide feedback effectively. The theory of scaffolding which was advanced by Jerome Bruner (1987) is vital here. Bruner (1987) believed that, in order to learn, pupils require active support provided by either teachers or peers in order to boost and encourage the activation of further knowledge. Much like the physical scaffolding placed upon buildings, the more secure the pupil becomes in being able to learn and independently acquire knowledge, the sooner the scaffolding can be removed (Bruner, 1987). Similarly, Rosenshine (2012) supports scaffolding as a method of instruction, stating that research indicates that it is particularly beneficial to support pupils undertaking difficult tasks, especially when teachers employ *"guided practice"* (Rosenhine, 2012: 18) as a means of scaffolding. This notion of guided practice as a tool for scaffolding is intrinsically linked to the concept of peer assessment as a form of formative assessment whereby the teacher ultimately carries out an assessment of the pupils' ability at a particular point in order to inform the next steps required to encourage academic progression. Similarly, scaffolding using specific techniques provides pupils with the support that they require in order to develop their knowledge and understanding (Shepard, 2005).

Whilst this review will not focus on the overall aims of assessment for learning, it is imperative that we understand that peer assessment and feedback are 2 of the *"five key*

strategies of formative assessment” devised by Wiliam (2011: 50). Another strategy of Wiliam’s (2011) is that of sharing the success criteria in order to “*help students develop the habits of mind that define the discipline*” (Wiliam, 2011: 65). Consequently, an explicit link is drawn between peer assessment, feedback and the sharing of success criterion with pupils, the latter of which appears to be vital to the success of peer assessment and feedback. On the other hand, Didau (2014) argues that teachers would be better spending their time “*deconstructing exemplars and modelling the expert processes*”. This argument is not without merit. In fact, it supports the aforementioned discussion that for teachers to take advantage of peer culture when utilising peer assessment and feedback, and for these methods to hold true value within the classroom then a blend of teaching approaches must be adopted in order to secure success for every individual pupil within the classroom.

Reflection, Evaluation and Next Steps

In order to effect change, reflection is essential. Without reflection, the challenge of adapting and improving our teaching practices for the benefit of our pupils may be insurmountable. School X instils in their staff the importance of employing effective self-evaluation and improvement planning and this is embedded into their school ethos (Estyn, 2018). This is particularly prevalent in an educational landscape whereby significant emphasis is placed upon the importance of life-long learning (Donaldson, 2015). Thus, the onus upon teachers to ensure that they are continually striving to enhance their own practice is of paramount importance and underpins the key ideas set out in the ‘Professional Standards for Teaching and Leadership’ where it denotes “*The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning*” (WG, 2019: 35).

Brookfield promotes a critically reflective practice through “*four complementary lenses*” (Brookfield, 1993: 1). This proved particularly advantageous in this case study as it enabled me to consider the critical incident from my own perspective in addition to the perspectives of the learners, my colleague (or the class teacher in this instance) and the literature; thereby enriching my own understanding. Further, to enhance the reflection process, I adopted a system whereby reflections were recorded in writing following the observation phase of the case study. These structured notes are attached at Appendices CS6 – CS9. Crucially, the process will enable me to implement a methodical approach to my own teaching practice in accordance with the views of Tripp who notes that “*a diagnostic teacher is one who can analyse their practice in a scholarly and academic fashion to produce expert interpretations*” (Tripp, 1993: 7).

Yet, before I consider how to execute successful peer assessment in my own classroom, it will be imperative to know my pupils. A conscious effort will have to be made to ensure that I am aware of individual personalities and group dynamics to ensure that I successfully implement peer assessment and feedback in keeping with an inclusive, co-operative, social constructivist, learning environment. Key to co-operative learning is the idea that it *“will involve building co-operative relationships with each student and working towards creating a caring and supportive classroom community”* (Gillies and Ashman, 2003: 22). Here, the role of the teacher is vital. I intend to ensure that I am actively involved in providing support to pupils in order to scaffold their learning of how to actively participate in peer assessment. Mercer further supports the idea of teachers providing specific guidance to pupils in a classroom whereby dialogue is encouraged to aid the development of communication, thinking and problem-solving skills (Mercer, 2007). This is particularly relevant in relation to the application of peer assessment in classrooms, as pupils must learn how to engage and communicate with each other, under the watchful eye of the teacher, in order to provide accurate peer assessment. Otherwise there is a very real danger that the process will lead to the incorrect information being disseminated with potentially damaging consequences to pupils (Kirschner, Sweller and Clark, 2006).

In informing my own teaching practice, I will draw upon the methods strategically developed by School X whereby specific techniques have been established to ensure that pupils, when given the opportunity to peer assess and provide feedback, have a clear understanding of their instructions. According to their approach to assessment documentation, School X places significant value upon *“helping pupils recognise the standards they are aiming for involving students assessing their own learning, and that of others”* (The School X Approach to Assessment, 2016: 13). Evidence of this approach is attached at CS10. In my own teaching practice, I will aim to ensure that the success criterion is shared with pupils at every opportunity and model the method in the first instance (William, 2011). The success criteria exhibited in Appendix CS10 has clearly been devised with a view to breaking down the assessment stages into manageable chunks thereby allowing pupils to engage with the criteria and provide a simple tick or cross to confirm whether their peer has carried out each element of the task successfully. Finally, pupils are instructed to allocate their peer a task based upon their assessment which requires pupils to draw upon their own comprehension of what they are being asked to do and apply it to the work of their peers thus elevating their learning and understanding to a more advanced level.

Conclusion

In conclusion, the aim of this assignment has been to analyse and evaluate a critical incident with a view to informing future teaching practices to ensure that *“knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners’ experiences”* (WG, 2019: 30).

It has transpired through this detailed evaluation that of critical importance is the role that peers play in moulding learning, and the magnitude of this cannot be underestimated. Much of the learning that takes place is acquired through relationships with peers, according to Graham Nuthall (Nuthall, 2007). In turn, this provides us, as teachers, with an opportunity to strengthen learning by focusing on peer relationships.

Multiple methods can be employed whereby peer assessment and feedback are practiced positively in order to promote a positive culture of internalising success criterion and applying it to another’s work. As remarked by Hattie (2012: 88) *“cooperative learning is certainly a powerful intervention”*. Moreover, the importance of this has been highlighted within ‘Successful Futures’ whereby it is noted that *“feedback from peers is particularly powerful”* (Donaldson, 2015: 70). Ultimately, this case study has fortified the ethos that employing positive guided teaching practices, modelling these practices for pupils, using pupils as learning resources for one another and providing feedback in an inclusive and safe learning environment will serve to benefit pupils and teachers enormously.

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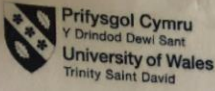
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APPENDIX CS1

	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES (Questions adapted from Fletcher Wood (2016))	
Date: 2/10/2019	
Lesson details: calculate - mathematics lesson key stage 3 - top set.	
Classroom culture (Are the students focused on learning?) Pupils are seated mostly in pairs, facing the teacher at the front of the room. The pupils are engaged in the learning activities and responsive to T when responses are required.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) There is a clear purpose to the lesson. Activities, which are differentiated, using RAG technique, are on the INB. T is circulating the classroom and actively addressing questions with individuals, where necessary.	
Direction (Are the students clear about what they are doing and how to do it well?) The pupils have been provided with clear instructions by T. Instructions are also placed on the INB. T further reminds pupils to provide peer support where required.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) As mentioned above, the tasks are differentiated. When T is told that some pupils have finished he writes a 'stretch and challenge' task upon the board.	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? T assesses by questioning pupils throughout the activities and by asking pupils to hold up mini white boards with answers.	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? T uses a number of techniques in order to quickly gain the attention of his pupils. One particular method utilised was the raising of his hand in the air. Pupils, upon seeing this, were silent and copied T's action of putting their hands in the air.	

APPENDIX CS2

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES (Questions adapted from Fletcher Wood (2016))	
Date: 2/10/2019	
Lesson details: iDiscover - science - key stage 3, mixed ability class.	
Classroom culture (Are the students focused on learning?) The pupils are chatting and distracted during this lesson. The classroom is large and they appear to ignore instructions unless T raises her voice.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) There is a clear purpose. Pupils are reminded of the project that they are in the process of carrying out. All pupils are at different stages but T reinforces their goal of creating a poster.	
Direction (Are the students clear about what they are doing and how to do it well?) The pupils, in spite of their chatting, are all very busy in carrying out their work. They all seem to be working on preparing their poster.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) T is monitoring the progress of the pupils by circulating the room and providing support. Pupils have autonomy to prepare the poster however they see fit and T is making suggestions to assist some pupils.	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? T assesses by circulating the class and providing individual support where required.	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? During the lesson 3 pupils were particularly disruptive. These pupils were quietly chatting whilst T instructed the class in relation to the task. This continued throughout the lesson. T attempted to quieten them with methods of non-verbal communication which was only effective for a short time.	

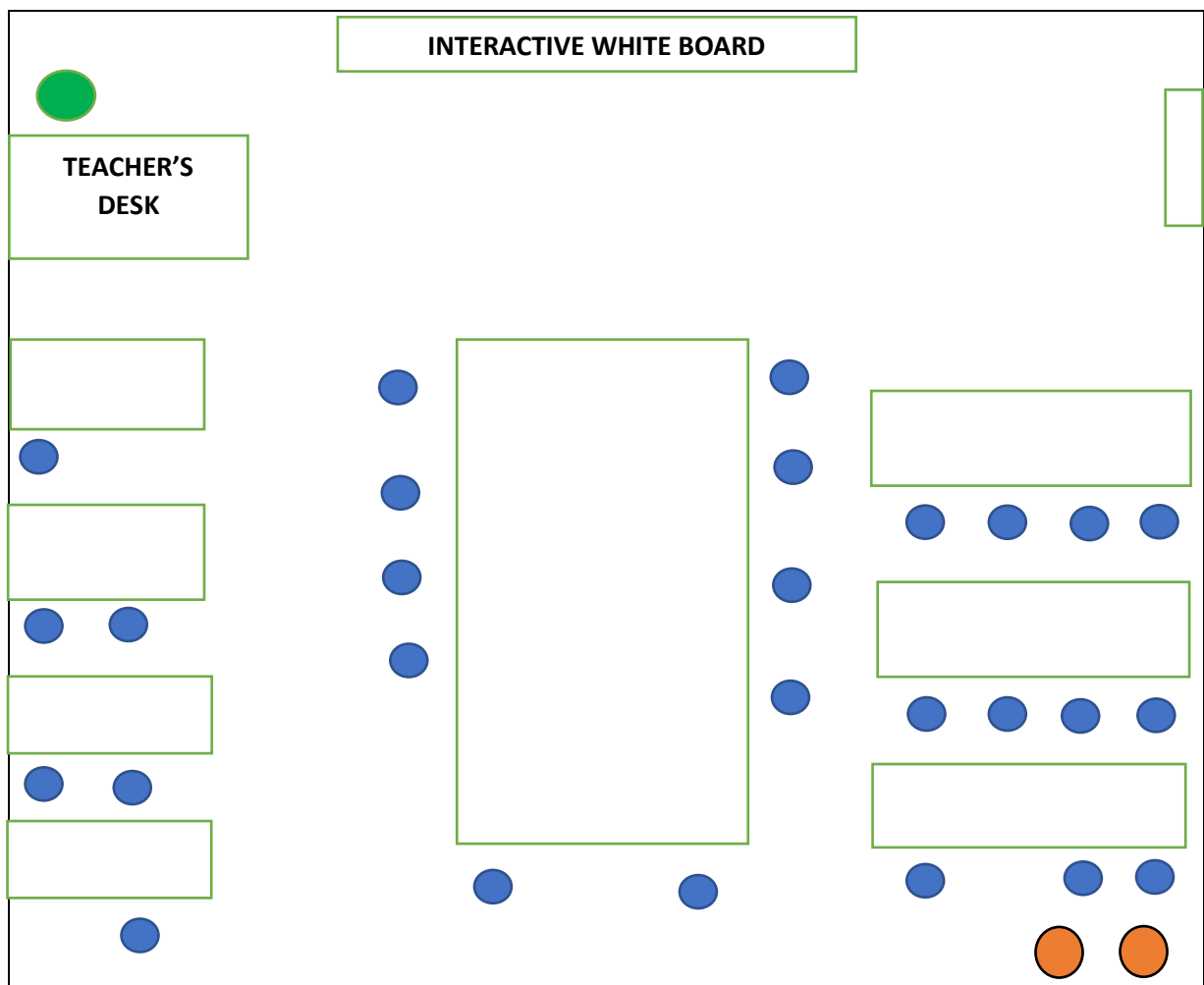
APPENDIX CS3

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES (Questions adapted from Fletcher Wood (2016))	
Date: 2/10/2019	
Lesson details: i think - combined humanities lesson - key stage 3, mixed ability class.	
Classroom culture (Are the students focused on learning?) The pupils entered the room quietly and followed instructions given by T to put their bags down and get their equipment out with a view to being ready to learn.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The lesson was continuing on from previous lessons whereby pupils were, in groups, performing presentations. T had reminded them of the lesson focus at the outset.	
Direction (Are the students clear about what they are doing and how to do it well?) The pupils were clear about the lesson focus and engaged immediately. Those who were presenting had prepared detailed powerpoints and demonstrated a clear understanding of the task.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) It was difficult to assess if all students were challenged during this short observation, but they certainly appeared to be. Some students asked insightful questions upon conclusion of each presentation.	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? T had instructed the pupils at the outset of the lesson that they would be providing peer assessment & feedback using 'What Went Well' and 'Even Better If'.	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? The strategy of using peers to assess and feedback in relation to the presentations was extremely interesting. I initially expected the feedback to be shallow but it was clear that these pupils were well versed in this technique as some of their suggestions for improvement were extremely specific, thereby demonstrating their understanding of using feedback as a tool for change.	

APPENDIX CS4

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	Yr Athrofa Addysg a'r Dyniaethau Education and Humanities
OBSERVATION / FIELD NOTES	
(Questions adapted from Fletcher Wood (2016))	
Date: 2/10/2019.	
Lesson details: iThrive - outdoors PE lesson - Key stage 3, mixed ability class.	
Classroom culture (Are the students focused on learning?) The pupils were extremely disruptive during this lesson. Notably, 8 pupils did not participate in the lesson and had brought notes from home stating they would not be taking part.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Once T was able to get the pupils' attention, he recapped on what they had done in previous lessons and outlined the activities for this lesson. Pupils were very distracted.	
Direction (Are the students clear about what they are doing and how to do it well?) The group was very much split into 3 categories; those not participating, those ready to participate and those who were being extremely disruptive, despite T's best efforts.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Not all pupils were able to engage, due to the level of disruption being caused by some pupils.	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? T made efforts to engage with the pupils who were behaving and questioned them as to their understanding.	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? This lesson was particularly disruptive. At the outset of the lesson T was delayed by those who were not participating. This prevented a speedy start, which may have contributed towards the misbehaviour. T was also unwell and found it difficult to speak loudly. Once the physical lesson had started, the pupils appeared to be engaged and were actively participating in the lesson.	

APPENDIX CS5: Diagram depicting the classroom layout during the lesson whereby the critical incident, which forms the basis of this case study, was identified.



KEY	
	Observer
	Teacher
	Pupil

APPENDIX CS6

Prifysgol Cymru
Y Ddrindod Dewi Sant
University of Wales
Treisi Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 2/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Non-verbal communication as a means of commanding silence and attention.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt immediately surprised at the power of this particular action. As soon as T raised his hand, pupils were immediately silent and demonstrated that they were paying attention by mimicking his action.
Cofio a Deall/ Remember and Understand "Allwch chi restru effennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	- the importance of non-verbal communication, particularly in a classroom with a large number of pupils. - the way in which behaviourism and conditioning play an important role in some learning environments.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	It seems to me that this method of obtaining the pupils' attention is of critical importance. Once T required the attention of all pupils, he only had to raise his hand. This allowed for a particularly productive + respectful environment.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	It was clear that the pupils had essentially been trained to react in a certain way, when commanded by T. During the lesson, T only raised his hand once, when it was clear that pupils completed the task and were ready to move on to the next part of the lesson.
Y profiad newydd / Transformed experience	

APPENDIX CS7

Prifysgol Cymru
Y Ddrudol Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 2/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): low level disruption from a group of pupils.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	The group of 3 pupils were very much only distracting each other and not disturbing the class. However, I felt that it would be crucial to identify why this group have not engaged.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	- Non-engagement with the T or the activity. - The pupils were chatting to each other throughout the lesson. There was a clear negative peer culture. - Non-verbal communication was used in an attempt to focus the group on the task.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	With the exception of the pupils who refused to engage in the lesson, all other pupils were clear as to the task and were working and engaging with the T and the task.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebian posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	In this particular situation, there are a number of issues for the T to consider. After trying a number of tactics to engage with this group such as questioning their understanding and non-verbal communication I would have split them up and had a conversation with each to establish their level of understanding. If difficulty with the task were identified, I would look to differentiate.
Y profiad newydd / Transformed experience	

APPENDIX CS8

Prifysgol Cymru
Y Ddinas Dewi Sant
University of Wales
Treisi Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 2/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): peer assessment and feedback being conducted thoughtfully and purposefully.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?"	This was a clear example of how peer assessment and feedback are invaluable when pupils understand the purpose. In this case, it was clear that pupils had been taught the technique.
Cofio a Deall/ Remember and Understand Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu? "Can you list the aspects of the incident in the context of learning?"	- the importance of pupils using each other as a tool for formative assessment. - The importance of guided practice, demonstrated by the T value given pupils a clear criteria for success
Gwerthuso a dadansoddi/ Evaluate and analyse Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol? "What could be kept the same to ensure effective teaching and learning in the future?"	Instructing pupils to peer assess and provide feedback using a specific criteria should be kept the same. In this instance, pupils were instructed to use 'What Went Well' and 'Even Better If'. Other strategies could be developed which are similar to this. The key is in the understanding.
Casgliadau a chymau gweithredu/ Conclusions and actions Beth yw eich atebion posibl i'r mater a nodwyd? "What are your possible solutions to the issue identified?" "What could be done next?"	In the context of this critical incident, I am unaware of the extent to which this method has been taught but given the success of it, I suspect that pupils have seen the modelling the procedure. I believe that sharing the success criteria and teaching assessment through guided practice is essential to this process.
Y profiad newydd / Transformed experience	

APPENDIX CS9

Prifysgol Cymru
Yr Athrofa
University of Wales
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 2/10/2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): 8 pupils not participating in PE lesson.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was extremely surprised that such a large number of pupils had brought on notes from home excusing them from participating in the PE lesson. This appeared to be a very large number and T expressed his disappointment, which I could relate to.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	- pupils not participating in the PE lesson in large quantities and the difficulty in identifying the particular barriers to learning that clearly exist. - How this volume of pupils not participating can have a profound effect on the teacher's confidence.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	This is clearly very difficult as, at first glance, it appears very much to be beyond the control of T. However, upon considering the incident in further detail it may be the case that there are some hidden issues that need to be explored, especially if the same pupils repeatedly fail to engage in PE. Reinforcing the importance of P.E should remain.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	As stated above, T, during the lesson reinforced to the class the importance of PE in terms of both physical and mental health. Perhaps, more education surrounding the advantages of physical education would encourage a higher number of pupils to participate in the lesson.
Y profiad newydd / Transformed experience	

APPENDIX CS10 : This photograph is taken from School X and demonstrates how the success criteria is shared with pupils and utilised when engaging in peer assessment activities.

explicitly shows us that sometimes August sometimes seems to go through the trauma of going through thoughts blocks where children are staring at him right at his face. This makes us feel sympathy for August because no one wants to go through that uncomfortable situation.

Later on in ^{the} chapter you possibly might get the feeling that August is feeling a lot more confident. Personally, I think this

Peer Assessment of First Paragraph

Check that your partner has:	Yes / No
Discussed a <i>range</i> of different thoughts and feelings	✓
Used short quotations from the chapter	✓
Discussed quotations fully (This suggest... / This implies... / This shows...)	✗ ✓
Dug deeper and explored ideas in more depth (Furthermore / Additionally / Moreover / Also)	✓
Commented on the effect of techniques used by the writer (simile / repetition / emotive language etc.)	✗
Commented on individual words (The word/noun/adjective/pronoun '...' suggests...)	✓
Used ambitious vocabulary (nervous = apprehensive)	✓
Improvement Task	
Add more quotations.	

because via exclaimed that "Everyone is just as nervous as you are" This language that via has used seems a bit emotive. This also shows that via is trying to explain that August is not vulnerable because everyone in beecher prep is ^{apprehensive} just like August is. Furthermore, the word "Everyone" makes us realise that August is not the only one who is a tiny bit apprehensive about starring at