

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.

The requirement to observe a critical incident and identify and evaluate the next teaching and learning steps of an individual learner or group of learners is an important way to improve teaching standards and ensure the strengths and weaknesses of learners are managed. Identifying critical moments that occur within the classroom, positive and negative, should also help improve teacher presence as understanding of what goes on in the classroom is enhanced. In order to evaluate the critical incident, we should have an overview of the school as prior understanding of the demographic is important in accurately setting the context where the critical incident occurred. We should identify the type of methodology used and compare why this was chosen in contrast to other methods. We should determine relevance and importance of the incident and how this links to the wider world defined by Donaldson's four purposes. We could then explore whether research available supports or contradicts our findings in reference to Additional Learning Needs (ALN), Assessment for Learning (AfL) and Activating Prior Knowledge (APK) and how they have impacted the critical incident. We should also reflect on our findings to determine if improvements could be made to reduce negative impacts the incident may have had, and expand our understanding, awareness and knowledge to facilitate meaningful changes to improving teaching standards and ability for learners to progress. To preserve the identity and credibility of the teachers and pupils the school where the observation took place will be referred to as School X throughout this essay.

OBSERVATION

School X is an English medium school based in a small village on the outskirts of a large city, that caters for ages eleven to sixteen in the key stage three and four frameworks within five one-hour lessons per day. A mixed-gender school that has capacity to educate over 1000 pupils but currently educates around 480 students. The number of boys and girls remain relatively even throughout year groups, however year groups 7, 8 and 9 are low in comparison to year groups 10 and 11. There is growing competition from local schools that overlap the catchment area and includes two 'Communities First' target areas identified as 'the most socially deprived in Wales' (Estyn, 2019). Within the last three academic years School X have seen a steady increase to pupil entitlement to Free school meals (FSM) to 27% remaining in line with local schools. School X have a high percentage of Special Educational Needs (SEN) pupils, with statemented student numbers rapidly growing despite unwavering numbers in local schools. English as an Additional Language (EAL) students have increased in recent years but remain low in comparison to local schools whilst Minority Ethnic pupil numbers have decreased. School X have identified priority areas for improvement that link directly to the context of the school. They include improving opportunities available to FSM and ALN pupils, reducing variation of outcomes between subject areas for pupils eligible for FSM, reducing exclusions by re-engaging with disengaged learners and strengthening the school-wide approach to literacy (Mylocalschool.gov.wales, 2019).

OBSERVATION METHODS

There are diverse ranges of approaches to gathering evidence for researching education such as controlled and uncontrolled observation settings, case studies, surveys, experiments, role-play and interviews (Cohen et al, 2017, pp. 8-12). These approaches could also be used with researcher

participation or non-participation, dependent on the appropriateness of the setting and objectives. Researchers should also consider whether their chosen method complies with ethical guidelines set out by the British Educational Research Association (BERA). The BERA guidelines outline researcher's responsibilities to participants and highlights integrity, equality, inclusivity and consideration as key features expected when conducting research (Bera.ac.uk, 2019). The methodology approach used to gather evidence for the critical incident was non-participant observation in a controlled setting and was useful as it allowed 'live' data to be collected in a natural environment. Although testing in exam conditions may not be considered a natural environment, it is an event that students have more than likely experienced before and is an important situation they must be exposed to early on to prepare them for conditions in later life such as GCSE's and driving tests. The 'live' data that can be collected ranges from facts such as number of students and computers, to events within the environment like login issues or student behaviour (Cohen et al, 2017, p. 415). This method also allows researchers to appreciate and understand their surroundings by providing context (Patton, 1990 cited by Cohen et al, 2017, p. 416). Data collected in naturalistic settings helps remove manipulation and pre-determination of what critical incident is to be observed as the setting structure does not support this. The researcher can observe a range of critical incidents and focus on incidents useful to their research topic they can later evaluate. Observational methods are not without risk or critic as identified by several researchers who propose the researcher could be at risk of selective observer bias, data entry, memory, interpretation of data and attention deficit (Wilkinson, 2000 et al Cohen et al, 2017, pp. 429-430). The observation may also suffer a change to the participants behaviour due to awareness of being observed, this change is a type of reactivity also known as the Hawthorn effect and may result in erroneous data (Cohen, 2017, p. 178), whilst this issue could be removed by covert observation this method could contravene BERA guidelines. The most effective way to research using observation methods is by blending into the setting as *just* another teacher. This approach was used because interactive participation was not appropriate in test environments and may have hindered reasoning behind its purpose to determine the students reading abilities. If participation observation was used the researcher would have been at increased risk of given incorrect information to students and becoming a distraction, which would create negative testing outcomes. Non-participation observation was suitable on this occasion as the environment was not significantly impacted by the presence of researchers and maintained the authentic setting required to observe positive and negative aspects of testing and the effects on teachers and students.

FOUR PURPOSES

A critical incident is an important or relevant event that positively or negatively impacts a student's ability to learn. Identifying incidents through observation and context analysis should help teachers develop their understanding of their student's and improve teaching practice and professional judgement (Tripp, 2012). The critical incident observed was during a compulsory All Wales Reading Test of mixed ability year 7 students that was scheduled during a maths lesson and expected to take between 45 minutes to an hour to complete (Appendix 1). The main aim of the test is to gauge a child's skills and abilities, how these compare to other children on a national level and identify pupils who require additional support (Gov.wales. 2019a). The test results should enable teachers to measure progress and highlight areas for improvement and strengthening. Literacy skills are needed for children to develop into confident communicators as identified by Donaldson's four purposes of curriculum. The ability to read and write are basic tools required in everyday life that will aid in becoming an 'ambitious, capable learner ready to learn'. Accurate results are paramount for teachers to make meaningful alterations to aid a child's literacy growth and permit progression in reaching their full potentials and become 'healthy, confident individuals who are ready to lead

fulfilling lives as valued members of society' (Donaldson, 2019, p. 29). The test took place in an ICT suite to cater for an updated online 'personalised assessment' version recently implemented by the Welsh Government. Present in a professional capacity was the test administrator and a teaching assistant for an ALN child. There was immediate disruption as the administrator had to assist children with login difficulties and technical issues. The administrator attended to these issues whilst delivering test instructions to the class, such as the test was under exam conditions reiterating that no noise or disruption was permitted, the administrator also instructed early finishers to remain at their desks to revise numeracy skills, during this phase some children had already started the test. One student who has Additional Learning Needs (ALN) but was not statemented began the test before classmates, however in comparison to their peers was answering questions slowly and taking time to read the question multiple times before answering. The environment was not in accordance with the comfortable conditions and limited distraction the exam handbook sets out (Gov.wales, 2019b, p. 25), as volume levels were high on many computers which meant test questions were being read aloud and no headphones appeared available. As students were conducting the exam at their own pace various questions were audible at any one time. When the ALN student was approximately halfway through, automated voices of other students' computers announced they had finished the test. These announcements increased in frequency within short succession and appeared to initiate a change in behaviour by the ALN student, who now appeared to read the question and choose the multiple-choice answer in a fraction of the time it had previously taken them. The student may have felt pressure to finish in time with the rest of the class and consequently their results may not be accurate. The student may have answered questions right by accident or answered questions wrong they may otherwise have had correct had they continued the test at their own pace.

LITERATURE REVIEW

Professor of Psychology Carol Dweck's research on the self-mindset theory concludes that learners either have a fixed mindset, which is belief of limited intelligence that is unable to grow and develop, these learners often compare themselves to others in terms of how smart they or others are. In comparison to a growth mindset which is the belief that through effort and persistence one can improve and that learning is infinite with no boundaries (Dweck, 2017, pp. 7-8). ALN children may be more prone to a fixed mindset mentality, as learning and retaining information is harder. All children learn at different rates and in different ways and require personalised Individual Development Plan (IDP) that sets Specific, Measurable, Achievable, Relevant and Timely (SMART) objectives. In an ideal world every child would have their own teaching assistant to support individual needs, however funding and IDP's currently extend only to the most severe cases of ALN in the form of statemented children as they are at a significant disadvantage in learning and developing than their peers (Gov.wales, 2019c, p. 2). ALN children who do not receive additional support or funding are more likely to feel hopeless, disengage and suffer low self-esteem when comparing their progress to their peers, particularly if the teacher and school have not formally identified additional needs within this child. These students must be encouraged and motivated to continue and with the right teachers who know their students abilities are able to adapt their teaching style to accommodate minor and moderate needs such as dyslexia, so pupils can overcome challenges and reach their full potential (TTRS, 2019).

John Holt argues that children fail because they are afraid of disappointing the numerous teachers and adults that pressure them to succeed, often seen with summative assessments such as exams they are forced to participate. Children are bored because the work given to them is 'trivial, dull and limiting' to the world around them. Children are also confused because what they are told either

makes little sense or is contradictory to other things they have learned or been taught (Holt, 1975, pp. 2-3). In summarising these concerns Holt believes children fail because of the failures to address these issues by the teacher. The importance of teaching styles correlates with the ability to adapt methods to benefit all abilities and being aware of pupils with fixed mindset that leads to failure, particularly when testing is involved. In order to do this the teacher must grab the attention of students and activate stimuli with thought provoking activities that will motivate learning (Sprenger, 2005, p. 25). For example, utilising reading books a child has personal interest in such as a sport or a movie script, as the child can still learn words and extend their vocabulary using topics that will pique and maintain their engagement. Children could also visually reference the content to the world around them and make meaningful connections that could help them remember new information from their immediate memory to long-term retention (Sprenger, 2005, p. 34-37).

There are difficulties in applying this practice particularly when classes, such as School X, are mixed ability. The range of students could include severe ALN, MAT pupils and everything in between. The thinking behind mixed ability was to improve 'equality of opportunity', which could be achieved if all children were taught the same curriculum topics but in different ways (Sukhnandan and Lee, 1998). A great idea in theory but not as great in practice. Clear teaching strategies and lesson plans would be required to ensure active learning was taking place across the different ability levels. The lesson objectives would need to be achieved prior to all pupils moving forward at the same time to the next lesson. The pressure teachers face in divided classes are growing and include requirement to stimulate wide-ranging abilities with different materials at the same time. A feasible way to combat this is early intervention to identify students with difficulties and implementing IDP's to assist teachers in setting class objectives. These strategies and focus on teaching methods should improve inclusivity and enable sustainable learning for pupils in schools (Graham and Berman, 2018). There have been numerous scholars both for and against mixed ability groupings over the years that are supported with research based evidence that promote their view, but due to such varied reports it is difficult to conclude which evidence is right, this comes as no surprise given that every person learns in different ways.

The literacy framework implemented for year 7 pupils aims to activate prior knowledge and build on reading strategies that enable children to 'locate, select and use information', and is achieved by introducing techniques such as speed reading, locating themes and assessing reliability (Hwb.gov.wales, 2008). The literacy All Wales Reading Test was used at the beginning of term by School X as a pre-formative assessment tool for teachers and pupils to identify weaknesses and ratify strengths for future Assessment for Learning (AfL). Formative assessment is an informal way for learners to know where they are in terms of understanding, and how they progress to the next step, in effect getting from A to B (ACCAU, 2009, pg. 7). Test results should identify these components and instantly provide a snapshot of needs to the teacher. Sharing results across the curriculum early in the term is critical for lesson planning, as it allows teachers to adapt their teaching strategies and tasks to accommodate children of varying natures such as ALN or More Able and Talented (MAT) students in their lesson (Black et al, 2011, p. 22). This is extremely important in mixed ability classes as the risk of ALN students falling behind is equally as detrimental for MAT students not being stimulated with challenging work. Knowledge of student literacy levels at the start of term enables teachers to incorporate positive and effective changes in improving literacy skills that can allow students to enjoy, understand and value subject specific learning (Black et al, 2011, p. 12).

The teaching backwards model is also an effective tool for constructing AfL as the result is already determined. Informal assessment allows meaningful shape, direction and structure of lessons to

form in order to achieve outcomes by using prior knowledge of student skills and abilities as a benchmark that can be continuously updated with informal assessment (Burns, 2014, p. 22). By setting out the end learning objective learners, with guidance from teachers, should have a target of achievement that they could progressively build upon using prior knowledge as stepping stones to enable students to make sense of how and why their current learning relates to the end goal within the context of the subject area. For example, learning and formatively assessing understanding of homonyms will help students contextualise information and its meaning in course materials and summative assessments. Informal assessments throughout the academic year benefit the teaching backwards model by building pupil confidence as their competence of understanding is reinforced (Burns, 2014, p. 90). Misconceptions can also be addressed immediately before they inhibit students understanding and ability to progress, in addition to eliminating assumptions that learners are progressing at the same rates (Burns, 2014, p. 87). Formatively assessing literacy skills at the start of the term and throughout the academic year is essential to a child's education. Without an initial overview of their current ability and regular informal assessment, teachers are unable to actively assist pupil progress their knowledge and understanding which will hinder learning throughout their lives.

In comparison there are also vehement critics of AfL and the five key strategies they encompass, as developed by educationalist Dylan William of being able to assess if learning has taken place. The idea behind AfL was believed good in theory and has the potential to be extremely useful to pupils, however David Didau proclaims that AfL 'might be fundamentally, and fatally, flawed'. Didau argues against the idea that 'through one lesson or test an accurate assumption can be made to adjust teaching methods or set individual learning plans for pupils' (Didau, 2014a). To further support this theory *The Secret of Literacy* explores the anxiety and misery some children feel when they find a task difficult. The feelings of failure, stupidity and frustration formulate and project into self-doubt, panic and ultimately avoidance (Didau, 2014b, pp. 7-9). But learning to read is the gateway to reading to learn, without this fundamental skill children are limited in what they can learn. The resources available for them to expand their knowledge and understanding on anything and everything would be reduced to visual materials only such as pictures or videos which may not necessarily be wide-ranging or have depth. Mandatory formative testing at the beginning or throughout the school year may make some children become despondent and revert to a 'can't do attitude'. But there are few other ways a teacher can determine capabilities within the current key stage boundaries. Some form of measurable formative assessment needs to occur, if only to determine whether long-term memory of learning has occurred and activated by past quality teaching (William, 2014 cited by Didau, 2014c). A starting point is needed and assurance to students that formative assessment is not to determine their intelligence levels but to enhance it, useful confidence building feedback would assist with reducing non-engagement.

REFLECTION

On reflection of the critical incident I feel the All Wales Reading was not as useful in gaining data in this setting as it could have been. I understand the All Wales Reading test was re-designed recently to be undertaken on computers and was the first time School X implemented the test this way. However, the test did not appear to be planned in advance as setting up continued as pupils entered the room. Pupil login details were not ready nor equipment such as headphones readily available. Confusion also arose during DCT and PE classes that are taught in mixed forms, as pupils were called forward for testing in their form class, resulting in disruption to these classes by the absence of some pupils. The noise issue not only impacted concentration levels but created a pressurised environment on pupils to rush their answers in order to not appear 'slow' for falling behind.

Further consideration may need to be taken to determine how examinations should be conducted in ICT suites where pupils are sat close together. The suites designed in School X were well proportioned as a classroom but created difficulties in test environments due to the seating arrangements. A possible solution could be to only allow half the room capacity to complete tests as this would create space between learners. Although this would impact other lessons and increase the testing period it would reduce overall distraction. Vital equipment such as headphones could be made available to pupils before the test begins and time given to ensure volume, screen size, writing style etc is suitable. Reducing preparation time for pupils would reduce stress and anxiety naturally felt when conducting any form of test and could create a calming environment. Providing meaningful tasks to occupy early finishers may be beneficial to reducing opportunities to distract other learners still undertaking their test and would appear as if they were still working which would reduce pressure to finish. The tests could also be developed to include personal interest questions such as sports or film that pupils may find more interesting and be more openly engaged.

There are many evidence-based researches to support the implementation of continuous AfL and how this creates opportunity for early intervention in identifying ALN pupils. There are also many literature reviews and policies on what teachers should be doing to aid ALN and AfL. What there is little of is how teachers implement these policies into their everyday teaching practice (Black and Williams, 2001, p. 1). There are no clear guidelines on how to approach this especially when they must facilitate the learning of over thirty children with differing abilities learning the same topic in different ways at the same time. What is essential is open dialogue between pupils and teacher through quality questioning, that is 'thoughtful, reflected and focused to evoke and explore understanding that all pupils have the opportunity to participate' (Black and Williams, 2001, p. 8). Teacher's knowledge of their students is crucial to interpreting data produced from national tests and applying this within the confines of the classroom. Although authors of *Inside the black box* identify the teachers own beliefs of learning and their pupil's potential to learn as an underlying problem to meaningful formative assessment within the classroom (Black and Williams, 2001, p. 9).

Despite some reservations I believe that formative assessment such as the All Wales Reading test is a good data tool to formulate knowledge on pupil abilities. Notwithstanding issues identified such as logging in errors and noise pressure the accuracy of the data collected enables struggling pupils to be identified. Being aware of these pupils early on is a good intervention method to determine any issues beyond the classroom that maybe affecting their ability to perform. Once intervention occurs meaningful preventative measures can be put in place, such as amendments to lessons plans, lesson structure or teaching strategies. In addition, although the All Wales Reading test was a form of formative assessment, the environment it was conducted in could be seen as an introduction to stressful situations such as GCSE's, driving test and job interviews that pupils from all backgrounds and abilities would more than likely experience again at some point in their lives.

To conclude, the critical incident identified presented numerous challenges that affected the learner's ability to progress well amongst their peers. The issues identified were small and could have been easily resolved such as providing headphones for all pupils and ensuring pupils remained seated and active once they had completed their test. These resolutions may have reduced pressure on the ALN student to speed up their answers to finish with other pupils and support the accuracy of the data of their own assessment. Noise and movement reduction levels may have removed the sense of failure found in the fixed mindset mentality. The critical incident however supports the view that formative assessment can be extremely useful in identifying pupils struggling in comparison to their peers. The ability to read is a prerequisite needed within most school subjects that becomes more complex as the child gets older. A pupil however can still learn at a similar pace

to their peers if supportive programmes were put in place once an issue such as struggling to read has been identified. As subject teachers could amend their class resources to facilitate the needs of disadvantaged pupils in conjunction with additional help from literacy coaches and teaching assistants. The All Wales Reading test helps accurately identify these needs to enable schools and teachers to assist pupil progression. Also allowing all children to take part in the test is important in not making children, particularly ALN pupils feel inferior to their mainstream peers. Reducing poor literacy rates is paramount to pupil progress and formatively assessing abilities during the beginning and throughout term, is conducive to implementing positive and proactive preventative measures throughout the child's school life. These experiences could also stand pupils in good stead when required to conduct summative assessments that have more permanent results.

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Appendix 1



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	2 October 19.
Lesson details:	All Wales Reading Test. * children from various classes taken out of lesson to complete test.
Classroom culture (Are the students focused on learning?)	First 10/15 minutes spent setting children up on pc's. majority not interested in completing test.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Told had to complete test and to try their best, no meaningful exploration as to why.
Direction (Are the students clear about what they are doing and how to do it well?)	They have to answer questions. Test is 45 minutes to 1 hour long, multi choice answers. Test for some did not start for 20 minutes into time slot due to login issues.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	<u>ALot</u> of noise, some children have volume on computer up with no headphones. Questions on computer at varying rates being read aloud. Despite best conditions, noise levels were immense. Not serious test!



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Assessment

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

Literacy teacher not familiar with students. All able to sit where they wanted, disruptive boys from previous lessons sat together. Possible un-statemented ALN students not given extra support as teacher not familiar with students. TA for statemented child was used to address bad behaviour from other students. No so level not addressed.

Specifics / Critical Incidents

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

Unstatemented ALN child was behind in answering questions throughout session. Also sitting next to disruptive boys. Towards middle of test the room could hear when ~~other~~ students had finished test as computer loaded announce this. This student sped up and answered the remaining questions in a very short period of time. possibly felt pressure to complete and potentially answered questions wrong due to this pressure. makes results of test meaningless, as could have answered remaining questions, Accidentally right

 Prifysgol Cymru Y Ddrindod 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 October 19	
Digwyddiad critigol (Ffocws)/Critical incident (focus): All Wales Reading Test	
Profiad/Experience	
Teimladau/Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The start to end of test was chaotic.
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?"	The learning experience for the students was experience of a test situation which they will experience again in their lives. The 'exam conditions' instruction did not pan out. Children might think all exams are that chaotic.
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 requirement for the test as a formative assessment tool was not clear to teachers in understanding the literacy levels of the learners. Due to the chaotic nature of test, results may not be as accurate as intended.
Casgliadau a chamau gweithredu/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 yn mynd i'w wneud nesaf? "What will you do next?"	Ensure all logged in before test starts. Reduce noise levels. Be specific about 'exam conditions'. Careful consideration of what lessons children will miss - as some speed up return to class eg. fun class like P.E.
Y profiad newydd / Transformed experience	

Appendix 2

 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:	26 Sept 19
Lesson details:	English Language - Year 7 .. * irregular lesson * mixed ability
Classroom culture (Are the students focused on learning?)	Pupils immediately put to task with spelling test. Basic instruction used eg. number 1 to 10. Advised pupils aim was to see if improvement from last lesson, made to feel at ease 'give it your best shot'.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Issue with literacy throughout school, including not using capital letters for names + places.
Direction (Are the students clear about what they are doing and how to do it well?)	Teacher explains clearly. in spelling test teacher said word 3 times and used 3 different sentences with word in as an example of when + why word would be used.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Peer assessment - children marked each others test. Teacher asked individuals to spell out the words. Did not berate chud that had one wrong, but included class in determining right spelling

Assessment

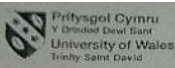
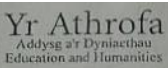
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

Teacher continually engages with children. Allows children to put hand up, but attempts to share the ability to answer throughout class.

Specifics / Critical Incidents

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

An unstatement child was clearly behind throughout the class. Teacher allowed a willing volunteer to shadow and assist child.

 	
Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model	
Dyddiad/Date: 26 Sept '19	
Digwyddiad critigol (Ffocws)/Critical incident (focus): English Language Year 9	
Profiad/Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The class was quiet + engaged and listened to teacher's throughout lesson. Full engagement + no disruptive pupils. Mixed ability with A/W students.
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?"	The teacher had the room engaged, ensured all eyes on her when had important task to direct. Presence was nice not mean. Continuously praised pupils. Pupils appeared very comfortable in lesson despite strict approaches. The teacher not familiar with all pupils as this was a irregular class out of her control.
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 praise element worked very well. Most children had their hand up, despite getting answers wrong they didn't appear to let that get them down + remained fully engaged. Some elements from previous lesson - basic had been forgotten by students so needed re-iteration.
Casgliadau a chamau gweithredu/ 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 yn mynd i'w wneud nesaf? "What will you do next?"	unknown why only an irregular class - one every 2 weeks. Given the apparent issue more frequent lessons needed, and engagement with other subject area teachers to reinforce the learning in subject area work. Engage more cross-curriculum.
Y profiad newydd / Transformed experience	

Appendix 3



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	25 SEPT 19
Lesson details:	ICT YEAR 10
Classroom culture (Are the students focused on learning?)	Some disruptive pupils - talking, laughing while others engaged with learning. Children in and out. Teacher immediately targets disruptive kids - using different words/methods depending which child is being noisy etc.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Specific clear lesson. Learning difference between hardware + software. Students must put definition into own words.
Direction (Are the students clear about what they are doing and how to do it well?)	Teacher told class this is not part of coursework, but explained that knowing the difference between both was an important fact they needed to remember. Used different technique levels to explain difference - dependent on student.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	A lot of movement within class - late arrivals, going to see friends, friends coming to door etc. Teacher preside all around room, able to individually explain issues + answer questions to enable understanding and maintain engagement.



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Assessment

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

Periodically asked class questions to determine understanding. Even when stood one side of room, presence was felt throughout class. Loud, assertive voice. Constantly walking around + always aware of hands up for questions.

Students engaged by requesting work to be checked. Always praised for good work.

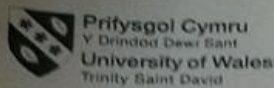
Specifics / Critical Incidents

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

Number of children have earphones in, Presumably listening to music. Distracted boys threatened with remaining in lunch time. Levels of threat increased throughout lesson. Disruptive boys did not appear to distract rest of class (are they used to it?)

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Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model			
Dyddiad/Date: 25 Sept 19			
Digwyddiad critigol (Ffocws)/Critical incident (focus): ICT year 10			
Profiad/Experience			
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	majority of children were engaged, clearly liked the teacher, and wanted to make him happy.		
Cofio a Deall/ Remember and Understand Allwch chi restru'r ogweddau 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?"	Teacher very specific with instructions, and reiterated task in multiple ways throughout lesson. Did not let various disruptions distract him - this appeared to rub off on children. The fact that there were so many disruptions - not perfect environment.		
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 explain the task in multiple ways like this teacher. He appeared to do this to ensure as many children understood as possible. Again the disruption - class was productive but could have been <u>more</u> productive.		
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?"	See the kids from who get go. Kids appeared confident in getting up and moving around the room as if it was an acceptable practice. I would ensure students know this was not acceptable from the start. introduce more challenging work for the that displayed competence.		
Y profiad newydd / Transformed experience			

Appendix 4



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OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26 Sept 19
Lesson details:	DOT Textiles Year 7 - mixed ability
Classroom culture (Are the students focused on learning?)	All but one table of 3. Continuously talking, running around, throwing equipment. Not engaged.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	Clear instructions giving and understood by the tables that were listening. Without myself there to encourage 1 of the 3 boys to participate. Neither of the 3 would have.
Direction (Are the students clear about what they are doing and how to do it well?)	The 3 boys did not know what or why they were doing task. When they did participate it was wrong.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	Yes but teacher spent a significant time shouting at the boys. Time taken away from the children that were engaged.

Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	
Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model	
Dyddiad/Date: 26 Sept 19	
Digwyddiad critigol (Ffocws)/Critical incident (focus): DCT Textiles Year 7	
Profiad/Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Teacher was loud + present in room, but 3 students were extremely disruptive from the start.
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu o 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?"	It was a creative activity so majority of students were engaged coming up with unique responses to the design. Because of the disruptive pupils, I felt some students that wanted to be involved held back, possibly for fear of being singled out by disruptive boys as a goodly two shoes perhaps.
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 creative aspect kept majority of students engaged. Although sat down they were being active with the mural by coming up with ideas. That the disruptive students were not separated although teacher may have been concerned they would then disrupt others.
Casgliadau a chymau gweithredu/ 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 yn mynd i'w wneud nesaf? "What will you do next?"	The disruptive kids were not engaged with the lesson. As they missed the starter of why they were switched off so could no longer participate as they didn't know what was going on. Separated kids from beginning and actively kept them engaged.
Y profiad newydd / Transformed experience	



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Assessment

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

Teacher brought children's ideas on task together at the end and had them create their own 'monster' based on the characteristics the class had individually brought to the table.

Specifics / Critical Incidents

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

There was no seating plan as teacher believed sitting by friends was a privilege, not a right. ~~that~~ ~~the~~ ~~for~~ privilege can be ~~being~~ taken away. Disruptive boys. Should have been moved within first 5 minutes. One boy after advice from me requested to move tables. This had a positive impact on him as he was able to contribute to coursework. Other 2 boys ~~did~~ did not produce meaningful work.