

A critical evaluation and the identification of next teaching and learning steps of focusing on a case study of an individual learner or a group of learners, based on an observed critical incident.

In this essay, I will be critically evaluating a critical incident which I had identified during my observation sessions. Critical incidents are usually stated as an event that is significant turning-point, however, this is very different when it comes to teaching, as this could be seen as a rare moment. A critical incident within teaching practice is a more common event that could occur on a regular basis, these will be able to reveal underlying trends, purposes and structures (Tripp, 2012). The critical incident I have identified (see appendix number 1 and 2), will help reflect on the teaching practice. For this essay, I will be focusing on the critical incident where the teacher asks for the definition of 'deficiency diseases' and the student is unable to answer this, therefore the student asks probing questions to help answer the question. Furthermore, looking into literature reviews to see whether it supports the method used and if there are areas of improvements which could be implicated. The literature review will help me connect theories into with the critical incident, to be able to critically evaluate. The focus area in the critical incident which I will be researching into is questioning and also verbal feedback. The essay will discuss the method I have used to retrieve the information needed and the observation method I have used to witness the critical incident. It will lastly discuss my personal reflection with the critical incident and interlinking the reflection with Brookfield's four lenses for critically evaluating reflection.

As part of the BERA guidelines on anonymity, throughout this assignment, my bridging school will be called school X (British Education Research Association, 2018). Estyn had carried out an investigation on school X in February 2016. The school is an English-medium school, which is a mix of 11 to 18-year olds and is located in an urban area. School X is a comprehensive school, with around 1,560 pupils on roll. In summary, the report had classed the school to have adequate performance and prospect of improvement. The school overall judgment was classed as adequate because the school had continued to consistently improve over the years. Also, the pupils seemed to be engaged and enthusiastic. The data collected displayed that the percentage of students who were eligible for free school meals, were below the national average, of

only 16% of students who were listed as having free school meals. However, the school had a higher number of students who have special educational needs, on average 30% of the pupils who attend the school have special educational needs. Furthermore, the reports specified that 14% of the school is from a minority ethnic background. Also, within school X, only around 1% of the students within the school are able to fluently speak in Welsh. Additionally, approximately 7% of the pupils attending the school are receiving additional support to help them improve and learn English. Lastly, the school is able to improve because the governors are aware and recognise the strength in the school and the area where development is needed (ESTYN, 2016).

In research, observation is a key aspect. Observation is a methodological aspect which allows the researcher to gather primary data live from their area of focus. There are three forms of observation methods: structured, semi-structured and unstructured. If a researcher is carrying out a structured observation, there would be a set of pre-planned categories and rules of what they would be looking out for, when observing. However, semi-structured observation, on the other hand, will have a plan outlined, though they would have a less pre-established plan to hand. The last observation method is unstructured observation. Unstructured observation is seen to be the method, which is not pre-planned at all, the observer would look at what is occurring in the scene, before making a decision where their focus will be for their research (Cohen, et al., 2007).

For the purpose of this research, the observational method I had carried out was the semi-structured method. The observational sheets used the Fletcher Wood model altering the questions given, to help with the guidelines of the data collection. Therefore, this observational method was chosen as part of the research, because it allowed the observation to be guided to a certain extent yet given room to explore other aspects. Thus, leading us to have a critical incident to focus on. It further allowed there to be an understanding of the aspects, categories and the aim of the observation, yet permitting the room to explore other aspects. One well-known observation technique, which was used as part of this research is the non-participant observer. This method is particularly useful in this research area because it allows the data collected to be behaving as they naturally would on any other day. The teachers and students had been informed that the classes would be observed, however, they did not state in particular the reason for the observation. Therefore, the students and teacher did not change their behaviour. As a present observer, it was key not to disturb the class and try not to give the student's eye contact, as this can obstruct the attitude and how the class acts (Simspon & Tuson, 2003). Wragg (1994) describes a critical incident as being a precise event that may be

striking an aspect in the behaviour (Wragg, 1994). However, there could be the possibility that the Hawthorne Effect occurs unintentionally when carrying out the observation. Research shows that in 1924-1933 within the United States, the productivity of industrial workers had increased, as they were aware of the presence of the observer (Brezna, 2016). When observing a classroom, it is possible that the students and teachers act out of character, as they are aware of the presence of the observer within the room. A case study has several definitions. However, one aspect of definition for a case study could be that it is a thorough study which focus is on a single area, which intends to create an understanding of the larger area (Gerring, 2004). Thus, taking in consideration both definitions, the critical incident may be classed as a case study, as it allows the researcher to understand a larger area of the technique used.

Wales has reviewed its curriculum and had created a Successful Futures report. Donaldson (2015) discusses the four purposes, in this new review. One of the purposes is to be ambitious, capable learners, this means that children and also young people will be prepared to learn during their lives. Another purpose is enterprising and creative contributors, the target is that the students will include this purpose when entering work and in their life. The purpose of healthy, confident individuals is also vital as it will help young people and children to have an important role in society. Lastly, ensuring that the young people and children are ethical, informed citizens, which plays a role in Wales and the world, for the students to prepare to be citizens (Donaldson, 2015). A new action plan for Welsh education is being put into place. Kirsty Williams the Cabinet Secretary of Education had voiced her viewpoint on the new curriculum. She reports that the new curriculum will need to focus four key aspects where they concentrate on producing high-quality education, having leaders to work collaboratively in order to increase the standards, having schools commit to becoming excellent, justice and focusing on well-being and lastly, having assessment, evaluation and also accountability preparations which would help support self-improvement. She further states that they will be looking at preparing the students for their future (Williams, 2017).

For this assignment in the critical incident, I will be focusing on one critical incident. The teacher had introduced a new topic and had asked a student the definition of the title. He was unsure of the answer, after giving him sufficient time to answer. Therefore, the teacher had asked several questions to help the student produce a definition, the questions helped trigger prior knowledge which would help him understand the meaning of the word. One of the Donaldson (2015) purpose that this critical incident links in with helping the student to be a healthy, confident individual (Donaldson, 2015). More so, this

purpose links in particularly well with the critical incident because the teacher asking the student questions and giving him sufficient thinking time, instead of answering the question for him or asking another pupil, helps the student to build confidence in themselves. This technique helps the student build a healthy and confident individual because they gain belief in themselves, that with some time and understanding they will be able to understand and overcome any obstacle in their way. Furthermore, another purpose that it fits well in with is the purpose of ambitious, capable learners (Donaldson, 2015). This purpose links with the scenario, as the teacher is helping the student be ambitious and show them that they are capable of learning new aspects throughout their lives as though as they are ambitious and hardworking. Also, the purpose is also reflected in this situation as it shows the student that if they come are in a position which they are unsure of what to do or how to answer, they would be able to overcome the situation and be determined enough to find an answer.

With reference to my critical incident, I will be looking into research within questioning and assessment for learning (AFL) and how these areas coincide with my incident.

Within a classroom setting, questioning creates a different setting in comparison to a general conversation. One of the key reasons why questions are asked within a classroom setting is for the teachers to understand and have familiarity with what the student's prior knowledge is on a certain topic. Researcher Ausubel (1978) states, that an incredibly significant feature which has an impact on the students learning is what the student already knows. Additionally, the teachers would have to discover this initially and then carry on teaching the students, consequently from the new information gathered (Wragg & Brown, 2001). The research interlinks with my critical incident founded, as the teacher is unravelling the prior knowledge of the student by asking several questions. Therefore, through understanding his prior knowledge she is able to understand the next steps needed to undertake to further his knowledge. It is important to underpin the student's previous knowledge, as it will help recognise what they are needed to be taught which will either expand their prior knowledge or will teach them new topics and information. Nevertheless, to improve this the teacher must not ask too many prior knowledge questions as it would reduce the period of time for the student to expand their knowledge.

Recent work of Shaun Allison and Andy Tharby explains the importance of questioning. They suggest that questioning allows teachers to "deepen and develop understanding". Further, discussing that probing the students with questions, is an effective method.

They believed, an important factor in questioning is realising that simple or incomplete answers are not acceptable, it is a key factor to continue to challenge the students. Moreover, it further allows room to produce a discussion and help the students expand their learning experience (Allison & Tharby, 2015). In addition, the research associates positively with my critical incident as the student did not understand the definition when the teacher first asked. However, the teacher did not accept the answer, therefore started probing the student, which therefore created a challenge and a discussion with the teacher. As a consequence, the student was able to answer the initial question that the teacher asked, therefore broadening his knowledge. This may be an important method to use within a classroom because the student develops their thinking skills and understand the link from prior knowledge to new questions which may arise.

Furthermore, this links well for development outside of the school setting, as it would teach the students, that they may face situations which at first glance they are unable to understand, they would learn that they are able to relate prior knowledge to new tasks. On the other hand, the student may feel overwhelmed by the several questions asked, especially if the student is struggling to answer, therefore it is key not to ask too many questions. Also, they may feel embarrassed if they are showing that they are unable to provide a sufficient answer in front of their peers, the teacher may be able to ask the students peers to help them. It is important to understand the extent which the teacher should go probing questions, before needing to stop.

Connecting with questioning, the wait-time after a teacher asks a question holds an essential impact on the student's thinking. Wait-time is the time given after the question is asked for there to be a reflection on the answer they will be responding with.

Researcher Rowe (1974), study results found that the average wait time which teachers would provide a child is one second or less.. After, this research, the teachers received training for it to increase to three to five seconds. The outcomes demonstrated, that the student's answers improved considerably within the quantity and quality aspect (Almedia, 2010). The critical incident displayed that the teacher did have a wait-timing, which allowed the student to answer. Her wait-time allowed the student to have a moment to think about the answer before answering. Although Rowe advised for a three to five-second wait-time, it may be important to consider that some pupils may require a more significant length of time to produce an answer. For example, a student who has special educational needs, such as dyslexia, may need more than five seconds in order for them to answer the question. It may take a longer period of time for them to

understand the question asked. Therefore, the wait time should alter dependent on the child's needs.

AFL focuses on improving students' learning. Furthermore, AFL is shown in several different forms when teaching which is usually informal. It is embedded in teaching, which has a positive outcome of ensuring that the students gain the confidence to express their thoughts and understanding. Teachers asking questions is seen as one of the most frequently used forms of AFL. However, I will be discussing feedback which is also a highly used technique.

Firstly, feedback as a reward may have a negative impact on the students, as it could potentially lead to the students comparing themselves with others, therefore focusing on their image rather than encouraging them to improve themselves (Black, et al., 2003). However, in my critical incident stated, when the teacher praised the student with positive feedback, it did not result in a negative impact. Instead, the student felt proud of himself that although it took the teacher to probe, at the end he was still able to answer the question. This may have not affected the student in a negative aspect, as it took several attempts until he was able to answer the initial question correctly. The scenario and the format of which the feedback is given may play a large role in the way which the student reacts. If verbal feedback is provided, where an individual student is receiving better positive feedback than their peers, this may cause their egos to increase.

Some academics believe that effective AfL is not achieved through the increase of testing. Testing does not demonstrate the capabilities of the child. However, the status of a social relationship with a student does determine the quality and effectiveness of their learning. Peer culture is a large influence throughout a students' school experience, which can affect their effectiveness of learning. A peer culture influence may lead to the child's belief that the teacher's lessons and what the teacher is doing are demeaning (Nuthall, 2007). In addition in my case study, the classroom setting and the peer culture within that class had a positive impact. Everyone was silently waiting upon the student's response; therefore, the student may have not felt demotivated in answering the question. On the other hand, though, student X may have felt pressured under the conditions, therefore may have felt like it was vital for him to answer correctly. The social relation that students have with their peers plays a large role in their school experience. Peers have a great influence on the behaviour and attitude of some students, therefore, this causes a domino effect, as the behavioural influence will present itself in class. It is important, to remind the children that it is okay to make mistakes.

Furthermore, a study was conducted exploring the students' insight and opinion on feedback. The emotion was stated at one of the impacting features which effected the response on verbal feedback. Academic researches believed that there was a connection between cognitive ability and the emotions of the student. Another factor which further effected the feedback was the perception that the student had on the teacher's emotion. If positive emotion was displayed through the feedback the student would often feel more motivated, the positivity would have an encouraging result on the students. Nevertheless, a parallel factor is the student's own emotions plays a significant role. The emotion of both the student and the teacher plays a substantial role in verbal feedback (Kerr, 2017). In the case study, the student felt demotivated after being unable to answer the initial question. Yet, the student attitude and emotion stayed on a positive scale, reassuring the student that they are capable of.

When the teacher was asking probing questions, each time the student had the correct answer, positive feedback was given before asking another question was asked. This had then led to the student having the answer to the initial question asked. The student receiving positive feedback and the teaching continuously displaying encouraging emotions throughout the question and at the end, allowed the student to accept the feedback given. Positive emotion is a key aspect and factor in teaching. With feedback, verbal delivery may impact the student's response. For example, if a teacher provides positive feedback however expressing negative emotions, the student may not feel encouraged or believe the feedback they are receiving. The student in the case study, had a positive attitude when entering the class and the teacher was also positive, therefore this reflected on the outcome. The teacher may have to consider not giving too much praise where it is not necessary as this may lead the student to believe that it is acceptable, where it is not.

During my visit to school X, I had carried out four observations (see appendix 1-9). The observations were carried out in classroom settings. Whilst carrying out the observation, several observation sheets were completed. The sheets would include contained several questions, which has been adapted from the Fletcher Wood (2016) model. After each observation, I had completed an assisted reflective conclusion (ARC) model sheet. Furthermore, each ARC sheet had focused on a critical incident which I had witnessed. Additionally, I had reflected on the critical incident, answering several questions which had been provided on the sheet. After reflection, for this essay, I had focused on one critical incident. More so, I had evaluated from the research undertaken in my literature

review that the method as to which the teacher had used, in my chosen critical incident, could possibly be adapted for improvement. The teacher had only involved the individual student throughout the questioning, next time she may be able to improve the method by including other students into the discussion. Also, as she had only asked probing questions to one pupil, it could potentially cause the other students to have feelings of not being inclusive. The literature review research had allowed me to understand the importance of probing and questioning. Questioning and probing both allow the teacher to understand the prior knowledge the students have. If I were to use this method in my teaching, I would try and include other students into the questioning as it will give me an understanding of their prior knowledge which the students have as a collective whole. Furthermore, it may help me come to a conclusion whether adaption would need to be made in my lesson to help the students expand their knowledge or if I would need to take a step back to help them understand the basics initially. Additionally, the student may have been spoon-fed by the teacher, due to the high volume of questions asked. This method could also be adapted by carrying on with the lesson, challenging the student to try and figure out what the definition is as the lesson presumes. If the child is still unsure of what the definition is within the lesson then give help them come to an answer.

The role of critical reflection is a positive method to use by the teacher for their own reflection as it allows them to see where they need to develop in order to help further students educational experience. Brookfield, created four reflective lenses, for teachers to focus on when reflecting teaching. Firstly, Brookfield explains the importance of teachers analysing their own life experiences and how this affects the way they teach. Through analysing our own experiences, it will allow them to be an explanation of why there is a use of certain methods, which may not always be connected not any particular pedagogic model. Secondly, it is important for teachers to imagine themselves through the eyes of their students. This reflection would allow reassurance that the students are effectively learning, further building empathy and rapport. Many things can be taught if teachers place themselves in the shoes of the students, as it will allow them too to see everything from a different perspective. Thirdly, discussion with other colleagues, allows the teachers to gain critical reflection from a different perspective from their own. This is further beneficial as it would broaden the theories of practice and learn new methods. Lastly, Brookfield discusses the importance of theoretical literature, believing that studying theory will allow understanding the development of both the cognitive and

moral of the students. Therefore, teaching pedagogical approaches which may be beneficial to use and understand (Brookfield, 1998).

The Brookfield reflection lenses display the importance of critical reflection if completed appropriately. I believe that critical reflection is important, and the lenses suggested is and beneficial guideline, as it would help both the students and the teacher improve. The critical reflection would help the teacher improve as it allows them to see areas they can improve through understanding if the methods they use is due to prior experiences. Further, it would help build a rapport with the students and have insight from an outside opinion. Lastly, the ARC sheets can be adapted if a teacher is using it for their own critical reflection through including the Brookfield lenses as part of the questions.

In conclusion, for this assignment, I have carried out observations within a secondary school setting. Using the information I have gathered; I have been able to collate some literature reviews focusing on the use of questioning and AfL methods within a classroom setting. The research found, had discussed the importance use of questioning, however, it also discussed how referencing interlinks with wait time. If a student is not given enough sufficient wait time to answer the question they will not be learning anything. Furthermore, they discussed how probing questions allows students to activate their prior knowledge. More so, when looking into the AfL method, the main focus was on verbal feedback. It was discovered that verbal feedback is crucial in order to build positivity with the students, however, the emotions displayed by the teacher when presenting feedback and the student's emotion, affect the response the student will provide. The role of reflective practitioner does interlink with the new Professional Standards for Teaching and Leadership in Wales. The new professional standards have the intention to allow the teachers to reflect on their own practice, this is to be done both individually and collectively with others (Welsh Government, 2019). Through reflecting the effectiveness of the method used within the classroom, it allowed identifying areas which have been deemed effective and also areas of improvements are able to be identified to improve the learning for the students. When reflecting on the critical incidents and the observation and the literature research gathered, there are many links of methods which is still used many years after it was discovered and still deems at being effective. Through observing the teacher and picking out a critical incident, it allowed a narrow, tunnel-vision focus on one aspect where areas of improvement and development can be made to improve students learning experience.

Word Count: 4102

Appendix:

Appendix One:

 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: 02/10/19	
Lesson details: Lesson one, Science, topic is deficiency disease	
Classroom culture (Are the students focused on learning?) Yes- children walked in quietly, sat down, with their equipment and books out.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Learning objectives on the board. Teacher explains it's a new topic and what they will be doing in the lesson.	
Direction (Are the students clear about what they are doing and how to do it well?) Yes: Any enquiries they asked the teacher. Teacher done first task with the class. She explained step-by-step the other tasks.	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Yes, all listening, asking questions. When unsettled teacher settles them again.	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Questions, setting tasks and going around checking the student work.	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Start the lesson: teacher asked few students the meaning of deficiency disease. Few students answer incorrectly. Therefore asked a student what he thinks it is. She asked several questions to check prior knowledge and help understand the question, to gain knowledge of what is already known and help answer first question.	

Appendix Two:

Prifysgol Cymru Y Ddrudol Dewi Sant University of Wales Trinity Saint David		Yr Athrofa Addysg a'r Dyniaethau Education and Humanities	
Model Beirniad Wedi Adfyfrio (BWA) Assisted Reflective Conclusions (ARC) Model			
Dyddiad/Date: 02/10/19			
Digwyddiad critigol (Ffocws)/Critical incident (focus): Student answering question.			
Profiad/ Experience			
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Good, I feel as though the student had been challenged. However, it had also had the feeling as though he was being spoon-fed & that the other student were not being challenged.		
Cofio a Deall/ Remember and Understand Allwch chi restru'r agweddau ar y profiad dysgu a aeth yn dda? "Can you list the aspects of the learning experience that went well?" Pa elfennau o'r profiad dysgu oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The student had been challenged and felt happy and proud when he was able to answer the question correctly. All the students were engaged listening to be able to learn. No other students however was challenged when they had the wrong answer. All the students were quiet allowing the teacher to provide sufficient wait time for the student answering.		
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?"	Asking the student questions to understand their prior knowledge and to have the students feel challenged. Also providing positive feedback after every answer that was answered correctly to allow motivation. Next time, ask other students as well to understand a range of prior knowledge. The student was very quiet, which may have been the cause.		
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?"	Ask each student a question so that the whole class is involved in understanding the aspect especially as none of the students in the class knew the answer to the question asked. I would test them at the end of the class to double check that they have understood.		
Y profiad newydd / Transformed experience			

Appendix Three:

	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: 26/09/19		
Lesson details: Design Technology (DT) Year 8 Learn the recipe to make basic bread.		
Classroom culture (Are the students focused on learning?) Yes: Listen to the teacher, all students are sat down, quiet and listening. The odd child speaking		
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Yes: It was explained by the teacher. A demonstration of how to create a basic bread.		
Direction (Are the students clear about what they are doing and how to do it well?) Yes - after each step of the direction, the teacher would verbally explain what she done & the student wrote it down.		
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Yes - teacher would ask students questions about the ingredients + the use.		
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Asking questions, asking students if they have any questions.		
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? - Student was moved due to interruption, kept talking there, then moved again. - same student swinging on the chair & kicking another student chair.		

Appendix Four:

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

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

Dyddiad/Date: 26/09/19.

Digwyddiad critigol (Ffocws)/Critical Incident (focus): Student moved due to interruption

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	The teacher had done sufficient responses to stop the student from disturbing the class.
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 student is disturbing his own & others learning through causing a disruption. By moving he at the end stopped disrupting others learning.
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?"	warning the student and being stern. He was moved twice, after not receiving any attention the second move, he stopped disturbing the class.
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?"	warning the student with detention or a call home may have stopped the disruption earlier on in the lesson if the student kept disrupting calling a senior staff to remove the student from the class.
Y profiad newydd / Transformed experience	

Appendix Five:

 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: 26/09/19	
Lesson details: Year 8, English. Assessment, writing their own story.	
Classroom culture (Are the students focused on learning?) Yes. all quietly walked in, listening, engaging all focused on their assessment.	
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Yes - prior lessons build it up to the assessment. Only a few questions about the assignment eg. will the assignment carry on to next lesson	
Direction (Are the students clear about what they are doing and how to do it well?) Yes - class informed what the topic will be that they have to focus their assessment on	
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) Every child had their head down writing at one point a student was moved.	
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Asked if everyone understood + answered question	
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Teacher asking student prior knowledge question, when student asked question, to see if they're able to answer the question themselves. child moved due to disruption - classroom management.	

Appendix Six:

Prifysgol Cymru
Y Drindod 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: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Prior knowledge questions

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	Happy in regards to this incident because the students had been challenged and the teacher knew they knew the answer due to questions linking to prior lessons.
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 students answers where able to be answered with by answering the questions themselves therefore accessing there prior knowledge to help with their assessment.
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?"	Probing the students when asking the questions to help them access there prior knowledge instead of telling the students the answer. Also having the students help each other answer the question.
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?"	Not taking too much time probing questions as it may take up ~~too~~ critical time needed to complete their assessment. Having the students ask any question the previous lesson and have them write it down to check start of lesson.

Y profiad newydd / Transformed experience

Appendix Seven:

 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: 26/09/19		
Lesson details: Year 8, Science, Discussing & answering questions on organic food.		
Classroom culture (Are the students focused on learning?) Students are chatty and unsettled. This may be because they have a supply teacher.		
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The instructions are clearly written on the board and the teacher also explains the task. After each task is completed the teacher explains the next task.		
Direction (Are the students clear about what they are doing and how to do it well?) Yes, the teacher guides them by explaining what to do for each task and provides them a certain length of time to complete it.		
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The teacher went around. All students were given an extension task if they completed the task. They were chatty and not that engaged.		
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher would ask if they have any questions. During she would go around. After each task she'd ask students for answers.		
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? One child had his head down, no work seemed to be complete. Teacher asked if he finished, he said yes, so the teacher walked off. The child placed his coat over his head. No other questions were asked by the teacher. Rest of the lesson he had his coat over his head.		

Appendix Eight:

 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: 26/09/19		
Lesson details: Year 8, Science, Discussing & answering questions on organic food.		
Classroom culture (Are the students focused on learning?) Students are chatty and unsettled. This may be because they have a supply teacher.		
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The instructions are clearly written on the board and the teacher also explains the task. After each task is completed the teacher explains the next task.		
Direction (Are the students clear about what they are doing and how to do it well?) Yes: the teacher guides them by explaining what to do for each task and provides them a certain length of time to complete it.		
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The teacher went around. All students were given an extension task if they completed the task. They were chatty and not that engaged.		
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher would ask if they have any questions. During she would go around. After each task she'd ask students for answers.		
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? One child had his head down, no work seemed to be complete. Teacher asked if he finished, he said yes, so the teacher walked off. The child placed his coat over his head. No other questions were asked by the teacher. Rest of the lesson he had his coat over his head.		

Appendix Nine:

Prifysgol Cymru Y Ddraig Ddu 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: 26/09/19.			
Digwyddiad critigol (Ffocws)/Critical incident (focus): child with head down.			
Profiad/ Experience			
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt upset because the student seemed that something was wrong, however, did not receive the relevant attention needed.		
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 child seemed upset and had seemed to have not completed any of the work. He may have not of learnt anything or he may have answered all the questions therefore was not challenged enough.		
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The Supply teacher had approached the child once and asked if he was okay. This was checking on his mental wellbeing.		
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	The teacher to sit next to the student or taking him out, probing him to ensure everything is okay. Also opening his book to check that he has actually finished his work and that it had been completed correctly.		
Y profiad newydd / Transformed experience			

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