

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.

Word Count: 3917

Evaluating an observed critical incident and formulating next teaching and learning steps is an integral part of teaching practice. A critical incident is something that at first appears to be a normal everyday event but becomes critical when it is looked at through an analytical lens (Tripp, 2012). Critical incidents can be a valuable tool to reflect upon teaching and learning. As Gibbs (1988, p. 9) states, evaluating and reflecting upon an observation “links between the doing and the thinking”, for teachers to explore what their next teaching steps are. Therefore, practitioners must engage with observations so that they may alter and improve teaching practices, whilst also allowing for identification and evaluation of good practice.

In relation to an observed critical incident, this assignment will explore and evaluate inclusion in regard to additional learning needs, and constructivism, mainly focusing on the theories of Jean Piaget and Lev Vygotsky. This will inform and improve my own professional judgement and future teaching practice (Tripp, 2012). This assignment will be in reference to Appendix.

Four observations have been carried out (See Appendices A to D), however this assignment will focus on Appendices D and H, which took place in a Year 2 class. In accordance with BERA (2018) I will be referring to the focus child as ‘Child X’, the teacher as ‘Teacher Z’ and the school as ‘School Y’. This observation is based upon the behaviour of a Year 2 child with additional learning needs (ALN) during the opening phase of the afternoon lesson. Within this Year 2 class there are 24 pupils and 3 staff members: the class teacher, the class teaching assistant and another teaching assistant who provides 1:1 support for Child X. School Y caters for children aged 3-11 and has 294 pupils, 54% of which the school identifies as having additional learning needs (Estyn, 2018). Also, 32% of children are entitled to free school meals, which is above the average in Wales of 19% (Estyn, 2018). The number of pupils on free school meals is an indicator of deprivation in the area (Welsh Government, 2018a). According to the National Educational Union (2019), there is a direct correlation between deprivation and attainment levels. The school is in an urban setting and

is English medium (My Local School, 2018). In their last Estyn report, School Y achieved 'good' across the board and accomplished 'excellent' for the care, support and guidance the school provides (Estyn, 2018). In this report School Y is praised on its inclusive community which has established equality and tolerance around the school (Estyn, 2018).

Appendix H is a reflection of an observed critical incident in School Y. The significant difference between a case study and a critical incident is the extent to which the conclusions of the observation can be applied more broadly. Tripp (2012, p. 27) states that an incident is not critical if the analysis of it does not reveal something about the "wider context". However, the findings from a case study are unique to that particular individual or group and cannot be assumed to be true for other individuals or communities (Kumar, 2014, p. 155). So, in relation to this assignment, observing just one child with ALN in one particular school might mean that the findings from this observation cannot necessarily be transferred to other children or other settings, or it might mean that it unveils a great deal about ALN in the classroom.

In professional practice observations are the most commonly used approach to research and in improving teacher practice (Fletcher-Wood, 2016). We must observe children so that one may determine how theory relates to practice (Cross, et. al, 2007, p.2). A limitation of observing as a research method is that it generates the possibility of observer bias, which may affect the findings from a study (Angrosino, 2012; Kumar, 2014). Moreover, when observing critical incidents, we bring our own values and experiences with us, which will always affect what we see and understand from a situation (Tripp, 2012, p. 143).

While observing this critical incident I assumed a non-participant observer approach as I wanted to avoid disturbing the learning environment as much as possible. The term 'non-participant observer' refers to a passive researcher who does not alter the situation they are observing but aims to take in as much information as possible (Kumar, 2014). However, it is very likely that observers being present in the room will influence the environment and thus result in having the Hawthorne effect. The mere presence of a researcher or groups of researchers might influence and alter the observation as participants might change their behaviour (Cohen et.al, 2011; Kumar, 2014). Morrison highlights that participant observation gives the opportunity to gain a more holistic viewpoint in an observation as you will be immersed in the culture of the class (1993, cited in Cohen, Manion and Morrison, 2011, p.466). Using a participant observer approach may have given a deeper insight into inclusion and pedagogy in the classroom as one of the potential consequences of the approach used in this observation might be inference (Cohen, Manion and Morrison, 2011, p. 473).

During the observation a note taking method was used, however it is crucial to note that this method does have some limitations. Kumar (2014, p.174) identifies two juxtaposing issues relating to this method. Firstly, there is a potential risk that if the observer is constructing very detailed notes, they might not see everything that is occurring. On the other hand, the observer may unintentionally omit important information from their notes as they are too absorbed in the observation itself. There are different methods of observation available but as this assignment was entered without a clear focus point, note taking appeared the most obvious choice to allow for a wider range of possibilities. If a target had been established prior to the observation, using a sociogram or tracking Child X's movements may have been advantageous (Cross et.al, 2007).

During the observation Teacher Z was activating prior knowledge on the carpet with the whole class. The class were taking turns calling out different colours in Welsh. Child X did not participate, and continually poked another child, who will be referred to as Child W, in the back while Teacher Z was talking to the class. Child W firmly told the child to "stop". This behaviour was not addressed by any member of the teaching staff, and this conflicts with one of Donaldson's four purposes of the curriculum in Wales, which aims to create a population of 'ethical informed citizens who are ready to be citizens of Wales and the world' (Donaldson, 2015, p. 30). Child X is diagnosed with global learning delay, and the teaching assistant who provides this learner with 1:1 support was on lunch at this time. The classroom teaching assistant was present during the observation and was preparing worksheets for much of the time that the learners were on the carpet. It could be argued that this is in dispute with another of the four purposes, for children to become 'ambitious, capable learners, ready to learn throughout their lives' (Donaldson, 2015, p. 29). At this point was Child X being over-challenged and therefore reducing their ability to demonstrate capability? If a child is unable to engage in an activity, then the opportunity for them to seek challenges or illustrate their knowledge is diminished. On the other hand, is Child X's exposure here to children with higher abilities, teaching Child X to set high standards? Also, it was impossible to analyse what information Child X was retaining and storing, although the child appeared to be unengaged.

Child X approached the observers while Teacher Z was teaching and talked about their special interest, before approaching Teacher Z. Child X then sat on Teacher Z's lap, which Teacher Z allowed, and helped to choose children to answer questions. This links to Donaldson's purpose of developing "healthy, confident individuals, ready to lead fulfilling lives as valued members of society" (Donaldson, 2015, p. 30) as Child X was smiling and pointing to peers who responded by calling out their answers. For the rest of the opening phase of the lesson, Child X remained on Teacher Z's lap and independently chose which

learning area to go to when the class was instructed. The interaction between teacher and child here suggests a trusting relationship and might imply that Child X knows who to turn to for support when his designated 1:1 is unavailable.

This assignment will focus on inclusion in terms of additional learning needs, however it is important to highlight that the definition of inclusion in education according to the Cambridge Dictionary is “the idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences” (Cambridge Dictionary, 2019). As pointed out by Long et.al (2011, p. 269) inclusive education can be used in different ways; in education inclusion does not only mean equality for children with ALN but also for the LGBTQ+ community, looked after children, as well as other minority groups. For researchers and experts exploring and examining ALN in the classroom, inclusion is how the education system adapts and develops to cater for and accommodate all learners (Long et.al, 2011). The emphasis here is on the school or institution adapting so that no one is excluded, and not expecting children with any difficulties or differences having to change (Drift, 2008; Frederickson and Cline, 2015; Spooner, 2011).

In Wales there is a significant emphasis on inclusion as we move forward in our education system. In 1994 the UK was one of 92 governments that signed The Salamanca Statement, which declared that governments must bring into law “the principle of inclusive education” (UNESCO, 1994, p. ix). In *Successful Futures* (Donaldson, 2015, p. 35) one of Donaldson’s suggestions is that Wales must provide a curriculum that meets the needs of all learners, regardless of their difficulties. Kirsty Williams’ has a responsibility as the Minister for Education in Wales to develop and achieve inclusion in state-maintained schools (Welsh Government, 2019). So, for the Welsh government creating an inclusive education which is accessible to all is certainly a priority.

Nevertheless, Long et.al (2011, pp. 268) highlights that there is debate among researchers and practitioners as to whether inclusion has the greatest impact on learning for children with ALN or are specialist facilities the best option. Long et al. (2011, p.275) asserts that children in specialist schools may not reach their full potential as they may not learn much from their peers, and there will be lower expectations on their progression and learning from teachers. However, in the UK specialist schools and facilities are maintained to meet the needs of individuals whose needs cannot be met in mainstream (Frederickson and Cline, 2015, p. 75). Under the Additional Learning Needs and Educational Tribunal (Wales) Act 2018 the Welsh Government must now consent to a child with ALN moving into a specialised school in order to ensure all placements are suitable and appropriate for the individual learner (National Assembly for Wales, 2019, p. 12). Therefore, whilst the goal for

educators and the government is to create as inclusive environments as possible, the individual needs of the child and ensuring these needs can be met must be the priority.

For Woolfolk (2016) it is imperative that learners connect and communicate with others in order to. In addition to this, Willis (2009, p. 10) argues that inclusion is not just positive for the child with learning additional needs, moreover, it has “far-reaching, long-term effects on all the children in such a classroom. Children look to adults for guidance and if the practitioners in the room treat a child with behavioural difficulties in a positive manner then the other children are likely to model this. (Drift, 2008; Willis, 2009). Indeed, Teacher Z did demonstrate tolerance and affection for Child X which may have influenced Child W not to react in a frustrated or aggressive way when he was being poked. According to the Salamanca Convention (1994, p. ix) inclusion is “the most effective means of combating discriminatory attitudes”, and in the observation it was evident that the other children were very tolerant of Child X’s behaviour as a result of this inclusive community.

Although inclusion is evident in Teacher Z’s classroom, was Child X’s presence during an activity that appeared to be too difficult actually at the detriment of Child X’s own learning and development? If a child is unable to access and therefore engage with the activities that they are given, then they will demonstrate unwanted behaviours and seek attention (Drift 2008). An important question to consider here is “Does the notion of equality mean that all children must be treated in the same way?” (Spooner, 2011, p.54). In order to explore and answer this question let’s consider what has been understood about child development through the lens of constructivism: “[c]onstructivists view learning as the result of mental construction” (Pritchard, 2014, p.18). While discussing the beliefs of Piaget and Vygotsky and the conclusions and suggestions from researchers and academics, this assignment will focus on how these ideas might affect a child with ALN in order to explore how Child X might be influenced.

The constructivist perspective on development expresses the need for activities and work in the classroom to be at the right level for the learner and we can aim to achieve this through Vygotsky’s concept of scaffolding (Long et.al, 2011; Woolfolk, 2016). Researchers specialising in additional learning needs appear to agree that if the work set is either too challenging or too easy this may lead to the child becoming frustrated or bored (Drift 2008; Pritchard, 2014; Woolfolk 2016). Moreover, in Child X’s case the undesirable behaviour presented at the carpet might be the result of being unable to engage with the activity being carried out (Drift, 2008; Pritchard, 2014). Long et.al (2011, p.302) agree that scaffolding gives learners the power to engage with activities with support that they may not have been able to independently. However, Willis (2009) argues that it is crucial to give the learner an

activity they will be able to complete successfully before they progress, in order to raise their self-esteem and create a positive attitude to learning. Although, it is important to understand that while teachers can aim to create a learning environment which satisfies each individual learner in the classroom's individual needs, this is not always completely achievable in practice (Page, 2016, p.373). More time and practise needs to be given to children with global learning delay so that they can process and reinforce their learning (Spooner, 2011, p. 27), so for a child such as Child X we must be mindful to ensure that they are given this opportunity.

Vygotsky's Zone of Proximal Development is the theory that a learner can develop to a certain extent, but with guidance and support this development can expand further. As already highlighted by academics, the more knowledgeable other is instrumental in the learning of children with ALN (Long, 2011; Spooner, 2011). A teacher or other practitioner can enhance the learner's stage of development by giving them access to a more knowledgeable other as they can provide support, help and guidance (Long et.al, 2011; Spooner, 2011). If one considers Child X, could a 1:1 focus task developing colour recognition with a 'More Knowledgeable Other' (the teaching assistant, for example) be more beneficial to Child X's development of understanding than being at the carpet with the rest of the class? Although, Spooner (2011, p. 53) stresses that a child's self-esteem may be affected if they are excluded from the rest of the class. Perhaps the other children in the class could have been utilised as the more knowledgeable other for Child X, therefore potentially diminishing the risk of affecting Child X's self-esteem.

Article 23 of the United Nations Convention on the Rights of the Child states that if you have a disability you have a right to specialist "care and support ... so that you can lead a full and independent life" (Child's Commissioner for Wales, 2019). If Child X receives the appropriate support they require to meet their needs such as 1:1 provision, then arguably they will be able to live a rich life as they will have learnt from a knowledgeable other. However, although learners can engage with more difficult tasks through scaffolding then they may be able to independently, it is imperative learners are given enough freedom so that they can become independent over time (Woolfolk, 2016, p.92).

Long et.al (2011, p.42) and Pritchard (2014, p. 20) alert us to the fact that while Piaget's stages of development are insightful in understanding child development, there is not a limit to what children can learn at specific ages. For Spooner (2011) it is essential that we do not progress children with ALN until they themselves are ready. Farrell (2012) crucially highlights that for children with learning difficulties, such as Child X with global learning delay, these stages of development may take a longer time to develop than they do

for their peers. Donaldson (2015, p. 54) has suggested that schools in Wales move away from viewing stages of development as something to judge children by, and instead seeing the significance of children transitioning through the outlined progression steps, no matter how long it takes for children to do so. The term 'progression steps' indicates a positive shift as even if the child is reaching the steps later than their peers, they will and can progress (Willis, 2009, p. 63).

Although an ARC model was used in Appendix H to record and reflect on this critical incident in preparation for this assignment, I will be using Gibbs' reflective model to help me structure this reflection. I will be using this method as it will allow me to critically engage and reflect with this observation. I have chosen not to use Kolb's experiential learning cycle as I will be unable to test out my findings, in my opinion this would be more a more effective method when I am a qualified teacher (McLeod, 2019). In Gibbs' model, constructed in 1988, there are 8 stages: description, feelings, evaluation, analysis, conclusions (general), conclusions (specific) and action plan (Gibbs, 1988, pp.46-48). I have already described in detail the observation taken from Appendix D so this part of Gibbs' 'de-briefing sequence' will not be repeated.

Before the observation began, I was informed that Child X has a learning difficulty and that this does have a profound impact on their attainment. Immediately I was intrigued and decided to focus on this child. As I had already been made aware of Child X's learning difficulty I was not as surprised by his behaviour sitting on the carpet as I may have otherwise been. Teacher Z had already notified us that Child X's 1:1 was on lunch, and I assumed that the class teaching assistant would fulfil this role during this absence. Therefore, I felt rather disappointed that this was not the case. When Teacher Z allowed the child to sit on their lap and Child X smiled it invoked a joyful feeling for me as I felt that the Child X was being included and comforted. However, upon reflecting I have pondered whether Teacher Z allowing Child X to sit on their lap accentuated that Child X is different to the other children. Would Teacher Z have allowed another Year 2 child to sit upon her lap? As pointed out by Spooner (2011, p. 54) we must find the line between taking into account children's differences and thus meeting their needs and ensuring that we do not jeopardise inclusion.

The fundamental strength in this incident is the evident sense of inclusion. The other children in the classroom did not speak out in frustration at any time when the teacher was interrupted, nor did Child W react in an aggressive manner when Child X continued to poke him. However, I do feel that an important step would be for the class teaching assistant to give more support to Child X in his 1:1's absence. As outlined in this assignment, inclusion in

schools is vital in Wales (Welsh Government, 2019) and all learners must be given the tools they need to access the same education as their peers. If Child X was given 1:1 support for the entirety of the school day perhaps they would have the necessary tools to fully participate in the same education as the rest of the class.

Whilst researching for this assignment, I have learnt about the significant effect's inclusion can have on well-being for both the child with ALN, the staff and the children. In order to make my own teaching practice inclusive and accessible for all I will continue to study and research ALN. As I go into my first teaching practice, I will find out which children in the class have ALN in order for me to educate myself, ask for advice when needed from the ALNCo and research different methods.

As I train to become a teacher there are certain strategies that I can implement so that I can make learning more accessible. For a child with learning difficulties the use of physical images, such as a PEC's system or a visual timetable may help them understand information more easily (Farrell, 2012; Spooner, 2011). This is certainly a tool I will be using for children with difficulties, particularly in helping them with transition times and controlling their own behaviour. For example, Child X could have been shown a picture card demonstrating appropriate sitting on the carpet and if this was implemented as part of a routine, perhaps this concrete visual aid would help Child X remember this skill (Willis, 2009). Furthermore, I will ensure that I scaffold my activities so that they are accessible for all, however I will provide opportunities for learners to work independently so that they can extend their learning (Woolfolk, 2016, p. 92).

In conclusion, this assignment has examined a critical incident involving a child with ALN and delved into the concept of inclusion and considered how constructivism might offer some pathways into understanding and aiding ALN within the classroom. This has allowed me to consider how I will now approach creating an inclusive environment in my own pedagogical practice and the strategies that I could implement to support all learners in the classroom throughout their development.

In addition to this, carrying out an observation and engaging in a reflection has been a vital skill to practise as a student-teacher in preparation for a career in education. What makes a critical incident is the reflection and analysis of the incident (Tripp, 2012). Gibbs (1988, p.9) tells us that "It is not sufficient simply to have an experience in order to learn", it is the reflecting on this experience which is crucial. Without this we are unable to generate the solutions to improving our practice. Within the new Professional Standards for Teaching and Leadership in Wales it is essential for practitioners to maintain their own professional learning throughout their careers (Welsh Government, 2018b). Embarking on a career in

teaching means also embarking on a journey of life-long learning and reflecting, which is fundamental in a professional approach to teaching practice (Tripp, 2012; Kumar, 2014). Therefore, reflecting upon my own professional practice and teaching will be a vital role in my career as a teacher so that I can critique my practice in order to develop the quality of my teaching.

Appendix A

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25.09.19
Lesson details: This observation took place in a reception/Year 1 class immediately after lunchtime. The children were learning different fruit names (afal, oren and banana) in Welsh. During the opening phase the teacher taught the children how to say these words in Welsh. The teacher and one TA were at focus task where children had to identify the fruit in Welsh, paint the real piece of fruit and print it onto their worksheet. Another TA led an outdoor activity naming fruit and counting in Welsh.
Classroom culture (Are the students focused on learning?) The learners appear to feel very comfortable with the members of staff, responding appropriately to non-verbal warnings e.g. a raised eyebrow. The majority of learners responded to the teacher saying "You are ready, you need another moment, you are ready now", by sitting crossed legged and quietly.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The children were not given a learning objective or success criteria. However, the opening phase introduced the topic and this was supported well by the different focus tasks.
Direction (Are the students clear about what they are doing and how to do it well?) During the teacher-led focus task the children worked 1:1 with either the class teacher or the TA. Children were clear about what they needed to do for this task as they were being instructed by an adult step by step. The children were familiar with the routine of choosing an activity while they were waiting to be called to a focus task.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) During the carpet session not all of the children were interacting. During the focus task children were guided by adults if unable to identify each fruit in Welsh.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? Formative assessment used throughout carpet session. Teacher drew fruit on interactive whiteboard and children called out what fruit. Whole class asked "Beth sydd yn y bocs?"

During the focus task the teacher and support staff asked “What is this?” while pointing to a picture of fruit and gave positive praise if correct or guided the child to the correct answer.

Specifics / Critical Incidents

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

When the children entered the classroom after lunchtime, one child went straight to a box of chalk and began to draw on the floor. This learner went unnoticed for roughly five minutes before a teacher corrected this behaviour.

Also, during the carpet session, the class shouted out the answers to the teacher’s questions and several children did not interact and went unnoticed.

Appendix B

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26.09.19
Lesson details: This observation took place in a reception/Year 1 class after lunchtime. There are 20 pupils in the class. During the opening phase the class practised recognising and drawing numbers on the interactive white board. In the teacher-led focus task the children were practising number formation, and this was differentiated for different attainment levels.
Classroom culture (Are the students focused on learning?) In the classroom there was 1 teacher, 1 teaching assistant and 1 volunteer. The children sat quietly on the carpet, putting their hands up to answer the teacher's questions.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The teacher did not explicitly state a learning objective to the children. Children were able to answer when asked what they were learning about. The teacher-led focus task reinforced the learning on the carpet as the children practised number formation. There was an outdoor activity that involved recognising numbers using Numicon, so this also promoted the purpose of the lesson.
Direction (Are the students clear about what they are doing and how to do it well?) The teacher explained to the class what each group was going to do while on the carpet. The learners were familiar with this routine and able to confidently explain the different enhanced and continuous provisions both inside and outside.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students were engaged on the carpet and the rotation of groups worked well. One group worked at the focus task with a teacher, another chose activities from enhanced and continuous provisions, and the final group went outside choosing from a range of enhanced provision activities. When calling learners to work on the focus task, the teacher called "come and play my game" instead of referring to the task as "work".
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher assessed the children before the lesson by inviting several children to draw a number on the interactive whiteboard. During the focus task the teacher formatively assessed each child by activating prior knowledge on the carpet and correcting their number formation with a highlighter. The children self-assessed themselves by answering the teacher's questions such as "Which was the trickiest number to draw? And which was the easiest number to draw?"
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss?

The teacher has developed a “Secret Star” system to effectively manage behaviour throughout the day. Each day the teacher writes one child’s name under a star and the children do not find out who it is until the end of the day. During the introduction of this lesson the teacher asked, “Is our secret star sitting smartly?” and all children immediately changed their position on the carpet to sit in the way the teacher expected.

Also, during the opening of the lesson the teacher purposefully drew a number 4 backwards so that the children would correct her. One child pointed out that it was wrong, stood up and drew it correctly on the interactive whiteboard.

Appendix C

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02.10.19
Lesson details: This observation took place in a Year 1/2 class with 23 pupils, the class teacher and one teaching assistant. This was the morning session following a foundation phase assembly practising singing. During the opening phase of the lesson the children were learning how to recognise different coins and find a total up to 50p or £1.
Classroom culture (Are the students focused on learning?) The teacher activated prior knowledge in the opening phase of the lesson by asking "What did we learn about yesterday?" and most of the children wanted to explain what they had done with their other teacher. During the introduction many of the children were focused and putting their hands up in response to questions. The teacher praised children for their answers.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) The teacher verbalised the learning objective during the introduction on the carpet. The differentiated worksheets had different learning objectives on them ('Adding money up to 50p', and 'Adding money up to £1').
Direction (Are the students clear about what they are doing and how to do it well?) The majority of the children in the class appeared to be confident choosing from the variety of enhanced and continuous provisions on offer. The children were able to explain what they were learning about. However, three children did not choose an activity and had to be reprimanded by the teacher after misbehaving.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The focus task was differentiated into two ability levels. Most of the learning areas were explored during the lesson, e.g. ICT area, maths area and creative area.
Assessment

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

The teacher assessed the children during carpet time by questioning them on their prior knowledge. Further assessment was carried out during the activity by children leading the learning under the guidance of the teacher. The teacher would ask the learners "Who can show us how to find the answer?" and the children would demonstrate to the rest of their group.

Specifics / Critical Incidents

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

Three children were running in the classroom and jumping on a chair. The children were told to stop by the teacher, tidy up, sit in the calm down area and were consequently spoken to individually.

Appendix D

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 02.10.19
Lesson details: Year 2 class with 24 pupils, including one statemented child with a 1:1. The class teacher and class teaching assistant were present, while the 1:1 teaching assistant was on lunch break for the first half an hour. This observation took place immediately after lunchtime. During the opening phase, prior knowledge of numbers and colours in welsh were activated and body parts introduced.
Classroom culture (Are the students focused on learning?) The class appeared to enjoy the different provisions as most areas were visited during the observation and the children eagerly shared their work with both teaching staff and the observers.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) On the carpet the teacher verbally gave the learning objective by telling the children, "We are going to be practising writing sentences in Welsh". Both focus tasks were strongly linked to the learning from the opening phase and the class theme of space. In one task the children had to write how many arms, for example, their alien had in welsh and in the other they had to read this information in welsh and draw an alien with those qualities.
Direction (Are the students clear about what they are doing and how to do it well?) The children chose from enhanced and continuous provisions whilst waiting to be called to complete the focus tasks. However, one child was told to choose a different activity after his behaviour in the role play area was reprimanded by the teaching assistant.
Access and challenge The work was differentiated, and the children could choose what level of work to complete, although this was guided by the teacher. The enhanced provision in the classroom was also differentiated in this way.
Assessment During carpet time, the teacher activated prior knowledge to assess what they could remember. The children were also formatively assessed by the teacher and teaching assistant throughout the two focus tasks by addressing any spelling mistakes or confusion instantly.

Specifics / Critical Incidents

The child with ALN was poking other children and talking to both adults and children while the teacher was talking on the carpet. The child then sat on the teachers lap and helped to choose children to answer questions.

Appendix E

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

Dyddiad/Date: 25.09.19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	My initial feelings towards the use of questioning was that it was interactive and fun. I enjoyed observing the teacher playing a game with the children. The teacher told the children that they had to score more points than the teacher before they could choose activities. The children had to correctly name the three different fruits in Welsh. However, there were several children not engaged who went unnoticed by the teacher so their understanding of the learning was left unknown.
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 dysgi oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The use of questioning in Welsh during the opening phase was effective. The teacher used questions in Welsh which the children understood such as "Pwy wyt ti?" and "Beth sydd yn y bocs?" It was disappointing to see that not all children were participating in the game, although it was unclear whether this was due to children not being focused, having a lack of understanding or not being challenged enough.
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 liked that most of the children felt confident to share their answers in front of the class. I believe it could be effective to let the children call out the answer in a group to embed it in their memory. Also, the teacher made it fun by creating a game. If the children find the learning fun then they are more likely to remember it in the future and this use of game made the majority of the children highly motivated to answer correctly. As the whole class was calling out the answer at the same time it was difficult for the teacher to see and hear which children were either not interacting or giving the incorrect answer.

Casgliadau a chatau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	If the teacher asks one child or a pair of children to answer a question then it will be clearer which children have learnt successfully, and which need more help. This could be done with lollipop sticks to ensure each child/pair has a fair chance of being asked. I would like to use games during my questioning to engage the children and motivate them. I will use this teacher's game, however I will adapt it by using Think, Pair, Share using lollipop sticks so that I can hopefully observe which children have understood and which need more support.
Y profiad newydd / <i>Transformed experience</i>	

Appendix F

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

Dyddiad/Date: 26.09.19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I was impressed by the effectiveness of this strategy as all the children responded immediately. Upon reflection I have pondered whether the learners understand why they should sit "smartly", or are they conforming to get a reward?
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 dysgi oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	When the teacher said, "I hope the secret star is sitting smartly", all learners immediately responded by sitting up straight, crossing their legs and putting their hands on their lap or putting a finger to their lips. Therefore, it was very effective.
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 think that this behaviour management strategy which focuses on rewarding good behaviour was very effective. I will be taking this strategy into my own practice as it controlled the behaviour in the room so that effective teaching and learning could take place without unwanted behaviours disrupting the class.

Casgliadau a chatau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	While I will aim to bring this strategy or a similar one to my own practice, I will ensure that there is discussion about why we all need to follow classroom rules and behaviour expectations. I will teach the children how the choices that we make affect others.
Y profiad newydd / <i>Transformed experience</i>	

Appendix G

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

Dyddiad/Date: 26.09.19

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

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	During the incident I wondered when a member of teaching staff would correct this behaviour as it was a few minutes before the children were reprimanded. I was impressed by how quickly the behaviour stopped when the teacher did address the behaviour and how quickly the children calmed down in the calm down area.
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 children responded obediently when the teacher told them to stop and followed her instructions to tidy up the mess they had made and go to the "calm down area". The children were not directed by an adult to an activity or given a warning before facing a consequence, which may have been effective.
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 think it was very effective to have a calm area for the children to go to when an incident occurs. It immediately calmed the situation and gave the children a safe comfortable space to reflect in. The teacher was very animated in her facial expressions throughout the lesson and used this to both positively reinforce behaviour by smiling and nodding, and to give non-verbal warnings by raising an eyebrow. This appeared to be effective as the majority of the children responded by smiling back or modifying their behaviour.

Casgliadau a chamau gweithredu/ Conclusions and actions <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	I think that it would have been helpful for both the teacher and the children involved if the teacher had explored in more detail with them why they chose to run and jump on the sofa. This might have been more effective in avoiding this behaviour being repeated in the future. Were the children not stimulated by the enhanced and continuous provisions on offer? Was there an underlying issue causing this behaviour? I would consider using a reward system to motivate the children to engage with the range of activities on offer and stay on task.
Y profiad newydd / <i>Transformed experience</i>	

Appendix H

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

Dyddiad/Date: 02.10.19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child with ALN interrupting the teacher on the carpet

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I felt surprised that the child did not have 1:1 support at this time and that the teaching assistant in the room did not intervene. When the teacher allowed this learner to help choose children to answer questions, I felt happy that this child was being included.
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 dysgi oedd yn siomedig? "What were the elements of the learning experience that were disappointing?"	The sense of inclusion in the classroom was evident. The other children did not appear to get frustrated or annoyed by the child's behaviour, nor was he reprimanded. As the child appeared to be unengaged during the opening phase, I have wondered whether the child could be doing a personalised focus task instead.
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 aspire to create this evident sense of inclusion in my own classroom and ensure the other children are also understanding and tolerant of any children with ALN's behaviours.

Casgliadau a chatau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materiaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	In my teaching practice I will be aspiring to ensure all the learning and activities that are taking place are accessible to all learners. Furthermore, I will hope to address any gaps in supervision by utilising the class teaching assistant, for example.
Y profiad newydd / <i>Transformed experience</i>	

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